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## ABSTRACT

This evaluation of Northeastern State College (N.S.C.) concerns the faculty, research, publications, and in-service activities. Research covered a) evaluation of graduates who teach in northeast Oklahoma public schools, b) a survey of training needed for business education intern teachers in terms of equipment, c) an evaluation of the speech program at N.S.C., d) the transference of attitudes from parents to their children, e) a follow-up study of 1969 N.S.C. graduates, f) the junior college transfer student at N.S.C., g) attitudes towards the speech program "before and after," h) a follow-up of black graduates, 1971, i) moonlighting by Oklahoma school teachers, j) factors influencing student's choice of attending N.S.C., and k) requirements and practices in college mathematics classes for preservice elementary teachers. Each research report included an introduction, description of purpose, design, summary, and recommendations when applicable. (MJM)

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AT

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## FOREWORD

Northeastern State College has established a long-standing tradition encouraging individual and group research as a significant in-service activity for the total institution. Studies conducted by the faculty and staff have been responsible for considerable growth and maturity among participating individuals and both improvement and innovations in the academic areas of the college. Through interest shown by the Dean of the College and members of the Institutional Research Committee, an annual publication has been prepared for more than twenty years. This publication illustrates the variety of worthwhile studies conducted during the previous year and serves as an agent to transmit information that can be used to improve instructional programs at Northeastern State College.

I am pleased to see the continuing efforts of Northeastern personnel and I encourage these in-service activities. Through research and in-service growth, the college fulfills its obligation in providing quality education for its students and in keeping its excellent academic programs current with the changing times. I am pleased to commend each individual who has contributed to the publication of this, the twenty-third, annual publication.

R. E. Collier  
President

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# **I RESEARCH**

## **AN EVALUATION OF NORTHEASTERN STATE COLLEGE GRADUATES WHO TEACH IN THE PUBLIC SCHOOLS OF NORTHEASTERN OKLAHOMA**

**Lonnie Fuson and James T. Sego**

### **INTRODUCTION**

The study consisted of an evaluation of graduates from Northeastern State College who entered the teaching profession. The evaluation was done by the administrative and supervisory personnel of the schools in which the teachers were or had been employed. The responses were based on overall generalizations of the administrators concerning all Northeastern State College teachers as a group at that particular school.

### **PURPOSE OF THE STUDY**

The purpose of this study was to give guidance to the future development of the teacher education program at Northeastern State College.

More specifically its purposes were:

- a. To improve the student intern teacher program
- b. To develop more meaningful experiences in the professional education courses
- c. To develop continuity in the sequence of the professional education courses
- d. To develop behavioral objectives in the intern teaching program
- e. To give guidelines in the development of the courses offered in the master's degree programs
- f. To justify the teacher education program to the accrediting agencies

### **DESIGN OF THE STUDY**

Opinionnaires were sent to 563 public school administrators in the 15 county area. The counties included were Adair, Cherokee, Craig, Delaware, Haskell, Mayes, Muskogee, Nowata, Osage, Ottawa, Rogers, Sequoyah, Tulsa, Wagoner, and Washington.

Returned and included in the study were 211 usable opinionnaires.

The results of the study were reported in percentages based on the number of returns. Five tables were used to present specific information. Categories used for reporting were as follows:

1. Elementary principals of schools with 12 teachers or fewer
2. Elementary principals of schools with 13 teachers or more
3. High school principals of schools with 25 teachers or fewer
4. High school principals of schools with 26 teachers or more
5. Superintendents of schools with less than 50 teachers

### **SUMMARY STATEMENT**

The administration and faculty at Northeastern State College should be concerned with the areas that received more than 50 percent of the responses in the average and below average columns. It is recommended that the administration and faculty make a concerted effort to improve the areas that received responses in the below average and unsatisfactory columns.

**ELEMENTARY PRINCIPALS' REPORT  
SCHOOLS WITH 12 TEACHERS OR FEWER  
REPORTED IN PERCENTAGES**

53 Responses						
	Superior	Above Average	Average	Below Average	Unsatisfactory	No Chance To Observe
<b>I. PERSONAL</b>						
1. Personality and Appearance.....	11.4	59.1	29.5			
2. Physical and Emotional Health.....	11.4	38.6	50			
3. Responsibility and Cooperation....	22.2	48.9	26.7	2.2		
4. Contribution to Total School Program.....	21.7	52.3	26.0			
<b>II. ACADEMIC &amp; PROFESSIONAL PREPARATION</b>						
1. General Educational Background....	7.0	62.8	30.2			
2. Knowledge of Teaching Area.....	10.6	53.2	31.9	4.2		
3. Use of English.....	12.5	25	62.5			
4. Knowledge of Pupil Growth and Development.....	4.8	42.8	52.4			
5. Ability to Resolve Conflict with Students and Parents.....	14.3	23.8	59.5	2.4		
6. Observance of Professional Ethics.....	14.3	40.5	42.8	2.4		
7. Ability to Work with Teachers and Administrators.....	13.6	45.4	36.4	4.6		
<b>III. TEACHING PREPARATION</b>						
1. Preparation for Class.....	9.1	43.2	40.9	6.8		
2. Providing for Individual Differences.....	4.6	44.2	46.5	4.6		
3. Use of Supplementary Material.....	11.9	38.1	42.9	7.1		
4. Planning Lessons and Units of Work.....	11.6	32.5	51.2	4.6		
<b>IV. TEACHING SKILLS</b>						
1. Human Relation Skills.....	4.2	41.7	54.1			
2. Development of Knowledge and Skills.....	7.1	47.6	45			
3. Skill in Diagnosis.....	4.4	28.9	60	6.7		
4. Motivating Pupil Activity.....	10.4	25.0	56.2	6.2	2.1	
5. Evaluating Pupil Progress.....						
6. Control of Pupils.....	11.4	39.5	44.2	4.6		
7. General Classroom Environment.....	7.3	41.5	46.3	4.4		
8. Willingness to Try New and Creative Ideas.....	15.2	52.3	40.9	11.4		
9. Use of Audio-visual Aids.....	12.1	31.7	43.9	12.2		
10. Use of Various Teaching Methods (i.e., lecture, discussion, demonstration, large group, small group, etc.).....	13.2	26.3	50	10.5		
<b>V. GENERAL RATING COMPARED TO OTHER TEACHER TRAINING INSTITUTIONS.....</b>						
	10	50	35		2.5	2.5



**ELEMENTARY PRINCIPALS' REPORT  
13 TEACHERS AND ABOVE  
REPORTED IN PERCENTAGES**

		80 Responses					
		Superior	Above Average	Average	Below Average	Unsatisfactory	No Chance To Observe
I.	<u>PERSONAL</u>						
1.	Personality and Appearance.....	11.7	62.3	30			
2.	Physical and Emotional Health.....	8	61.8	30.2			
3.	Responsibility and Cooperation.....	31.6	49.3	19			
4.	Contribution to Total School Program.....	19.7	52	22.4			
II.	<u>AC/DEMIC &amp; PROFESSIONAL PREPARATION</u>						
1.	General Educational Background.....	9.2	51.3	39.5			
2.	Knowledge of Teaching Area.....	13.7	50	36.3			
3.	Use of English.....	12.3	45.2	39.7	2.7		
4.	Knowledge of Pupil Growth and Development.....	10.8	47.3	41.9			
5.	Ability to Resolve Conflict with Students and Parents.....	8.1	51.3	39.2	1.3		
6.	Observance of Professional Ethics.....	20.5	44.9	32.1	2.5		
7.	Ability to Work with Teachers and Administrators.....	26.4	54.1	19.4			
III.	<u>TEACHING PREPARATION</u>						
1.	Preparation for Class.....	13.2	56.6	30.2			
2.	Providing for Individual Differences.....	7.5	48.8	41.2	2.5		
3.	Use of Supplementary Material.....	8.9	48.7	41.1	1.3		
4.	Planning Lessons and Units of Work.....	6.6	50	42.1	1.3		
IV.	<u>TEACHING SKILLS</u>						
1.	Human Relation Skills.....	12.2	47.3	40.5			
2.	Development of Knowledge and Skills.....	8.5	56.3	35.2			
3.	Skill in Diagnosis.....	6.9	40.3	51.4	1.4		
4.	Motivating Pupil Activity.....	6.9	45.2	47.9			
5.	Evaluating Pupil Progress.....	8.1	54.1	37.8			
6.	Control of Pupils.....	13.7	53.4	32.9			
7.	General Classroom Environment.....	13.9	50	36.1			
8.	Willingness to Try New and Creative Ideas.....	18.9	47.3	33.8			
9.	Use of Audio-visual Aids.....	9.8	39.4	46.5	4.2		
10.	Use of Various Teaching Methods (i.e., lecture, discussion, demonstration, large group, small group, etc.).....	6.9	47.9	42.5	2.7		
V.	<u>GENERAL RATING COMPARED TO OTHER TEACHER TRAINING INSTITUTIONS.....</u>	7.9	57.1	31.7		3.2	

# **HIGH SCHOOL PRINCIPALS' REPORT 25 TEACHERS AND BELOW REPORTED IN PERCENTAGES**

44 Responses						
	Superior	Above Average	Average	Below Average	Unsatisfactory	No Chance To Observe
<b>I. PERSONAL</b>						
1. Personality and Appearance.....	4.6	67.4	28			
2. Physical and Emotional Health.....	4.7	57.2	35.7	2.4		
3. Responsibility and Cooperation....	13.6	45.4	38.7	2.3		
4. Contribution to Total School Program.....	9.1	54.5	36.4			
<b>II. ACADEMIC &amp; PROFESSIONAL PREPARATION</b>						
1. General Educational Background....	2.5	58.4	39			
2. Knowledge of Teaching Area.....	7.6	61.5	41.0			
3. Use of English.....		38.7	59.1	2.2		
4. Knowledge of Pupil Growth and Development.....		48.8	48.8	2.4		
5. Ability to Resolve Conflict with Students and Parents.....	2.3	34.9	60.5	2.3		
6. Observance of Professional Ethics.	4.6	41.9	48.8	4.7		
7. Ability to Work with Teachers and Administrators.....	9.3	60.5	30.2			
<b>III. TEACHING PREPARATION</b>						
1. Preparation for Class.....		31.8	63.6	4.5		
2. Providing for Individual Differences.....		20.9	74.4	2.3		
3. Use of Supplementary Material....		31.8	61.4	6.8		
4. Planning Lessons and Units of Work.....		34.9	60.9	4.3		
<b>IV. TEACHING SKILLS</b>						
1. Human Relation Skills.....		41.5	56.1	2.4		
2. Development of Knowledge and Skills.....		34.2	65.8			
3. Skill in Diagnosis.....		17.1	78.0	4.9		
4. Motivating Pupil Activity.....		32.5	65	2.5		
5. Evaluating Pupil Progress.....	2.4	38.1	59.5			
6. Control of Pupils.....	2.5	45.2	42.8	2.4		
7. General Classroom Environment....	4.4	46.7	48.9			
8. Willingness to Try New and Creative Ideas.....	7.5	40	50	2.5		
9. Use of Audio-visual Aids.....	6.8	31.8	54.5	6.8		
10. Use of Various Teaching Methods (i.e., lecture, discussion, demonstration, large group, small group, etc.).....		34.1	59.1	4.5	2.3	
<b>V. GENERAL RATING COMPARED TO OTHER TEACHER TRAINING INSTITUTIONS.....</b>						
		57.1	40	2.9		

**HIGH SCHOOL PRINCIPALS' REPORT  
26 TEACHERS AND ABOVE  
REPORTED IN PERCENTAGES**

		26 Responses				
		Superior	Above Average	Average	Below Average	Unsatisfactory
						No Chance To Observe
I. <u>PERSONAL</u>						
1. Personality and Appearance.....			50	50		
2. Physical and Emotional Health.....			56	44		
3. Responsibility and Cooperation....	12		68	20		
4. Contribution to Total School Program .....	15.4		65.4	19.2		
II. <u>ACADEMIC &amp; PROFESSIONAL PREPARATION</u>						
1. General Educational Background....			34.8	65.2		
2. Knowledge of Teaching Area.....	3.8		53.8	42.3		
3. Use of English.....	4		32	60	4	
4. Knowledge of Pupil Growth and Development.....	8		36	52	4	
5. Ability to Resolve Conflict with Students and Parents.....			48	52		
6. Observance of Professional Ethics..	12		44	44		
7. Ability to Work with Teachers and Administrators.....	16		64	20		
III. <u>TEACHING PREPARATION</u>						
1. Preparation for Class.....	3.7		44.4	51.8		
2. Providing for Individual Differences.....			23.1	65.4	11.5	
3. Use of Supplementary Material.....			29.2	66.7	4.1	
4. Planning Lessons and Units of Work.....	4		48	44	4	
IV. <u>TEACHING SKILLS</u>						
1. Human Relation Skills.....	4.3		39.1	56.5		
2. Development of Knowledge and Skills.....			62.5	37.5		
3. Skill in Diagnosis.....			24	72	4	
4. Motivating Pupil Activity.....			29.2	66.7	4.1	
5. Evaluating Pupil Progress.....			37.5	62.5		
6. Control of Pupils.....	4		44	48	4	
7. General Classroom Environment....			56	40	4	
8. Willingness to Try New and Creative Ideas.....	11.1		37	48.1	3.7	
9. Use of Audio-visual Aids.....			50	45.5	4.5	
10. Use of Various Teaching Methods (i.e., lecture, discussion, demonstration, large group, small group, etc.).....	8		24	56	8	4
V. <u>GENERAL RATING COMPARED TO OTHER TEACHER TRAINING INSTITUTIONS..</u>	4.5		50	45.5		

# **SUPERINTENDENTS' REPORT REPORTED IN PERCENTAGES**

		7 Responses				
		Superior	Above Average	Average	Below Average	Unsatisfactory
						No Chance To Observe
I. <u>PERSONAL</u>						
1. Personality and Appearance.....	28.6	42.8	42.8			
2. Physical and Emotional Health.....		57.1	42.8			
3. Responsibility and Cooperation.....	14.3	14.3	71.4			
4. Contribution to Total School Program.....	14.3	14.3	71.4			
II. <u>ACADEMIC &amp; PROFESSIONAL PREPARATION</u>						
1. General Educational Background....		42.8	57.1			
2. Knowledge of Teaching Area.....	16.7	50	33.3			
3. Use of English.....		28.6	71.4			
4. Knowledge of Pupil Growth and Development.....		28.6	71.4			
5. Ability to Resolve Conflict with Students and Parents.....	14.3	14.3	57.1	14.3		
6. Observance of Professional Ethics.....	14.3		85.7			
7. Ability to Work with Teachers and Administrators.....	14.3		85.7			
III. <u>TEACHING PREPARATION</u>						
1. Preparation for Class.....	14.3		85.7			
2. Providing for Individual Differences.....		28.6	71.4			
3. Use of Supplementary Material.....		28.6	57.1	14.3		
4. Planning Lessons and Units of Work.....		14.3	57.1	28.6		
IV. <u>TEACHING SKILLS</u>						
1. Human Relation Skills.....	14.3		85.7			
2. Development of Knowledge and Skills.....		16.7	83.3			
3. Skill in Diagnosis.....		28.6	71.4			
4. Motivating Pupil Activity.....		42.8	42.8	14.3		
5. Evaluating Pupil Progress.....		16.7	83.3			
6. Control of Pupils.....		28.6	57.1	14.3		
7. General Classroom Environment.....		57.1	42.8			
8. Willingness to Try New and Creative Ideas.....		28.6	71.4			
9. Use of Audio-visual Aids.....		28.6	57.1	14.3		
10. Use of Various Teaching Methods (i.e., lecture, discussion, demonstration, large group, small group, etc.).....		14.3	71.4	14.3		
V. <u>GENERAL RATING COMPARED TO OTHER TEACHER TRAINING INSTITUTIONS.....</u>		25	75			

**A SURVEY TO DETERMINE  
THE TRAINING  
NEEDED FOR BUSINESS EDUCATION INTERN TEACHERS  
IN TERMS OF EQUIPMENT**

**Department of Business Education\***

During the last decade much emphasis has been put on vocational business education. With the aid of certain government programs, a growing number of public high school business departments are being furnished with the most up-to-date equipment. Moreover, high schools situated in metropolitan areas where job opportunities prevail have reason to offer training in a variety of business machines. Typewriting and shorthand laboratories equipped with listening stations tend to exist in most large high schools.

**STATEMENT OF THE PROBLEM**

The purpose of the study was to determine whether or not the Department of Business Education of Northeastern State College is meeting the needs of business education students interning in the public schools in terms of equipment.

**PROCEDURE**

Two questionnaires were prepared for gathering data. One questionnaire, which was answered by intern teachers in business education, solicited information concerning equipment being used in classes in which they interned. A second questionnaire was used to obtain information from the supervising teachers to determine whether or not the interns were prepared to teach students to use the equipment found in the classrooms in which they interned.

**LIMITATION**

The study is limited to business education intern teachers for the first and second semesters in the school year of 1971-72. Only those teachers supervising business education interns during the school year of 1971-72 were asked to answer the questionnaire. Intern teachers and supervising teachers of schools located in the following towns were involved in the study: Bartlesville, Claremore, Fort Gibson, Grove, Henryetta, Kansas, Miami, Muskogee, Poteau, Spiro, Stigler, Tahlequah, Tulsa.

\* Committee Members: Zoe Davis—Chairman, Juanita Holmes, Helen Nichols, Dorothy Willey, Dorothy Yandell.

### FINDINGS

Student responses to the study indicated the following:

1. In the area of "Type of equipment available (other than typewriters) for use in office practice, second-year shorthand, and machine dictation classes."

a. The spirit duplicators (Bell & Howell Ditto) were most often encountered, with Gestetner and Rex-Rotary mimeograph, and Multilith and Addressograph offset duplicators being the next most used. Others listed which had limited encounter were Thermofax and IBM copiers.

b. IBM brand of transcribers was most often used, with Dictaphone next; Royal and Norelco were least used.

c. Listening stations in typewriting stations appeared to be IBM or Switchcraft.

d. Listening stations in shorthand appeared to be Gregg tape library (with individual stations). Switchcraft with Rheem tapes, Norelco wireless, Voice of Music console and tape recorders, and other records and tapes (no brand specified).

2. In the area of brand names of "Typewriters available for use in office practice, second-year shorthand, and machine dictation classes,"

Royal manual machines were most widely used; IBM Selectrics were next, followed by Underwood Scriptors, other models of electric machines—IBM, Underwood, Olympia, Royal, and Olivetti.

3. Under classification of "Types of equipment available for use in typewriting classes," it was indicated that tape unit stations with headphones and public address systems and tape recorders with tapes were often used.

Others with brand names were:

a. Gregg company equipment and Gregg typewriting drills

b. IBM Executary units with transcription lesson belts

c. South-Western Publishing Company tapes

d. Switchcraft with Rheem tape recorders

4. Information contained under the heading, "Type of equipment available for use in bookkeeping classes," showed a predominance of ten-key adding machines

a. Brand names of adding machines were Burroughs, IBM, Monroe, Olivetti, R. C. Allen, and Underwood.

b. Adding machines and ten-key adding machines were listed with no brand specified.

c. The only brand name of calculators mentioned was Friden.

5. "Types of calculators available for use in office machines classes" were as follows:

a. Burroughs, Friden, IBM, Marchant, Monroe, Olivetti-Underwood, Olympia, and Victor.

b. Key-driven, printing, and rotary, without brands specified.

6. "Types of adding machines available for use in office machines classes" were (in order of frequency) the following:  
Olivetti, Monroe, Burroughs, Victor, Olivetti-Underwood, Underwood, Friden, IBM, Olympia.
7. "Types of other machines available for use in office machines classes" were (in order of frequency):  
Burroughs Bookkeeping machine, Monroe Posting machine, IBM Punch Card machine, Monroe Bookkeeping machine, National Bookkeeping machine, and Olivetti-Underwood Posting machine.
8. The data collected concerning the equipment available for use in teaching shorthand, typewriting, and bookkeeping have been summarized in Table I.

**TABLE I\***  
**LABORATORY EQUIPMENT AVAILABLE FOR USE**  
**IN SHORTHAND, TYPEWRITING, AND**  
**BOOKKEEPING CLASSES**

Type of Class	Number Responding	Percent Equip. Avail.	Indicating No Equip. Avail.
Shorthand	16	19%	81%
Typewriting	25	40%	60%
Bookkeeping	21	86%	14%

\*Note: From Student Questionnaires

Supervising teachers' responses to the study concerning the intern teachers' use of equipment indicated the following:

**TABLE II**  
**TRAINING ON BUSINESS MACHINES\***

Type of Machine	Number Responding	Additional Training Needed	No Additional Training Needed
Adding machine, 10-key	29	10%	90%
Billing machine	12	67%	33%
Calculator, key-driven	19	53%	47%
Calculator, printing	21	29%	71%
Calculator, rotary	21	33%	67%
Duplicator, liquid process	30	50%	50%
Duplicator, stencil process	31	61%	39%
Overhead projector	31	26%	74%
Posting machine	28	78%	22%
Tape Recorder	31	21%	79%
Transcribing and dictating machine	25	20%	80%

A need for additional training was indicated for the following machines: multilith, data processing, photo copier, and electronic calculator.

\*Note: From Supervising Teachers' Questionnaires

### **CONCLUSIONS AND RECOMMENDATIONS**

1. There is a strong indication that more duplicating equipment is needed in the classroom. The Multilith machine should be added to present duplicating equipment.

2. Tape libraries and listening stations exist in the larger schools and in a number of small ones. In view of the finding that 40 percent of the typewriting classrooms surveyed were equipped with listening stations, consideration should be given to training students to use tape libraries and listening stations.

3. Since adding machines are used in 86 percent of the bookkeeping classrooms, the business education department should continue to give strong emphasis in the training of ten-key machines.

4. A need for additional study in the area of business teacher training is indicated.



## **AN EVALUATION OF THE SPEECH PROGRAM AT NORTHEASTERN STATE COLLEGE**

**James O. Murphy and Valgene Littlefield**

### **REPORT OF THE STUDY**

The 1960's brought with it many changes in education. The 1970's show signs of further change. And, we are already anticipating the changes that will come in the 1980's. In order to meet the demands of society brought by these changes, it is important that any educational program pause from time to time, see where it is, and accurately predict where it needs to be in the future. This is especially true in oral communications because man spends approximately 85 percent of his working hours either speaking or listening. And industry, by its own admission, spends approximately \$112,000,000 per year in an attempt to increase its efficiency in communications. Further, when we fully realize that man uses language to adapt to his changing environment—to express his thoughts—it is important to him and to those to whom he speaks that he be able to communicate his convictions clearly and accurately.

The speech department at Northeastern State College, in an attempt to assess how effectively it has met its responsibility of teaching people how to communicate, conducted a self-study of its oral communications program. This report discusses (1) the purpose and methods of the study, (2) the results of the study, and (3) changes that need to be made in order to strengthen the program.

### **PURPOSE AND METHOD**

The purpose of the self-study was to evaluate the quality and type of speech instruction received by speech majors and minors during their courses of study at Northeastern State College. To complete the project a questionnaire (see attachments A and B) was mailed to forty-five speech majors and minors who had graduated from N.S.C. Section I of the questionnaire was designed for those individuals who entered elementary and secondary education and did not seek employment in business or attend graduate school. Section II was designed for those individuals who either went to graduate school or entered business and did not go into elementary or secondary education. Those individuals who had elementary or secondary employment and who worked in business or attended graduate school responded to both Section I and Section II. Of the forty-five questionnaires mailed, twenty-six returned. The recommendations for change presented in the following pages of this report are based upon the twenty-six responses to the questionnaire and the combined experiences and personal observations of all teachers in the speech program at N.S.C.

### RESULTS OF THE QUESTIONNAIRE

The questionnaire that was utilized was not totally a closed-end instrument. Consequently, all factors cannot be statistically compiled. However, there are conclusions that can be drawn. First, there is a high correlation between the number of hours an individual completed in his major field and his success or lack of problems in teaching. Those who took more hours seemed to have fewer problems in teaching and less criticism of the speech program.

Second, people who responded to the questionnaire placed a great deal of emphasis on those courses geared to handling activities on the secondary level. Those graduates who had completed courses such as directing, direction of speech activities, and stagecraft found these to be invaluable. Those who did not enroll in them indicated they should have taken the courses. This fact leads to the belief that these courses should be absolute requirements or requirements within blocks of courses.

Third, those responding indicated a strong interest in theories of communication. When a large majority of the respondents to the questionnaire went through the Northeastern speech program there was no theories of communication course as such. However, this course has been added, and the recommendation has been made that it be structured into a block of required courses.

Fourth, as a result of the questionnaire and the experiences of the Northeastern speech faculty, it has been found that there is a certain core of courses that should be required for the education major if he is to be exposed to the materials necessary to do an effective job in the secondary or elementary classroom. It was also discovered that there were other courses which supplement the core requirements and provide a broad framework in which the student could operate. The need for giving the student a certain degree of latitude in choosing his area of emphasis within the major was recognized. Consequently, we are recommending a change in the organizational structure of the speech major. This change will include (1) core courses (absolute requirements), (2) certain required courses within a specified block of courses, and (3) elective hours. For the non-education major, it is felt that the revised organizational sequence allows the student to choose his area of interest but at the same time provides him direction in that area by utilizing the block of required courses and allowing him freedom to choose courses in that block.

### RECOMMENDATIONS

Based then on the questionnaire and the experiences of the Northeastern speech faculty, the following course of instruction is recommended for the speech major.

**BACHELOR OF ARTS IN EDUCATION**  
**PROPOSED SPEECH MAJOR**

<b>REQUIRED:</b>	<b>15 hours</b>
Speech 2213 Public Speaking	3 hours
Speech 2253 First Principles of Dramatic Art	3 hours
Speech 2703 Interpretation—Elementary and Secondary	3 hours
Speech 3103 Fundamentals of Debate	3 hours
Speech 4603 Direction of Speech Activities	3 hours
<b>FROM THE FOLLOWING:</b>	<b>6 hours</b>
Special Education 2103a Phonetics	3 hours
Speech 4203 General Semantics	3 hours
Speech 3213 Theories of Communications	3 hours
<b>FROM THE FOLLOWING:</b>	<b>6 hours</b>
Speech 3303 Group Discussion	3 hours
Speech 3403 Persuasion	3 hours
Speech 4403 Rhetorical Criticism	3 hours
<b>FROM THE FOLLOWING:</b>	<b>4 hours</b>
Speech 3504 Play Production—Stage Craft	4 hours
Speech 3554 Play Production—Directing	4 hours
<b>FROM ANY OF THE FOLLOWING OR PRECEDING NOT TAKEN AS REQUIREMENTS:</b>	<b>4 hours</b>
Speech 2222 Intercollegiate Forensics	2 hours
Speech 2232 Intercollegiate Forensics	2 hours
Speech 2253 Principles of Listening	3 hours
Speech 2311 Dramatic Production Laboratory	1 hour
Speech 2321 Dramatic Production Laboratory	1 hour
Speech 2331 Dramatic Production Laboratory	1 hour
Speech 2341 Dramatic Production Laboratory	1 hour
Speech 2502 Make-Up	2 hours
Speech 3533 Design for the Theatre	3 hours
Speech 3602 Playwriting	2 hours
Speech 3703 Advanced Dramatics	3 hours
Speech 4104 Summer Theatre	4 hours
Speech 4114 Summer Theatre	4 hours
Speech 4302 Radio Production	2 hours
Speech 4413 Black Rhetoric	3 hours
Speech 4503 Advanced Interpretation	3 hours
Speech 4723 History of the Theatre	3 hours
<b>MINIMUM TOTAL</b>	<b>35 hours</b>

**BACHELOR OF ARTS  
SPEECH MAJOR**

<b>REQUIRED:</b>	<b>6 hours</b>
Speech 2703 Interpretation—Elementary and Secondary	3 hours
Speech 2213 Public Speaking	3 hours
<b>FROM THE FOLLOWING:</b>	<b>3-4 hours</b>
Speech 3403 Persuasion	3 hours
Speech 3554 Play Production—Directing	4 hours
<b>FROM THE FOLLOWING:</b>	<b>3 hours</b>
Speech 2253 First Principles of Dramatic Art	3 hours
Speech 3303 Group Discussion	3 hours
<b>FROM THE FOLLOWING:</b>	<b>3 hours</b>
Speech 3213 Theories of Communication	3 hours
Speech 4723 History of the Theatre	3 hours
<b>FROM THE FOLLOWING:</b>	<b>3-4 hours</b>
Speech 3504 Play Production—Stage Craft	4 hours
Speech 4203 General Semantics	3 hours
<b>ELECTIVE COURSES IN SPEECH:</b>	<b>15-17 hours</b>
Electives are to be taken by the major students only with the advice of the major advisor according to the emphasis desired.	
<b>MINIMUM TOTAL</b>	<b>35 hours</b>

**APPENDIX A**

**SECTION I**

After reading the questions please mark the response(s) you feel appropriate. There may be more than one response to each question. If no listed response applies you may write your answer in the blank provided.

1. Upon entering your first teaching job, did you feel adequately prepared to meet the situation? —Yes —No. If no, why?
  - a. —Not enough background in public address.
  - b. —Not enough background in interpretation and drama.
  - c. —Not enough background in communications theory.
  - d. —Other-Please be specific.

2. Upon entering your first teaching position what were your most difficult troubles? You may rank these in order of significance or simply check them.
- I had no troubles.
  - Insufficient instruction in how to develop a speech program.
  - Inability to adjust to administrative policies.
  - Inability to adjust to the students.
  - Inability to adapt course content to the classroom.
  - Difficulty in obtaining resource material.
  - Other—Please be specific.
3. What do you feel, if any, are the major weakness(s) of our speech program?
- Too much repetition.
  - Not enough repetition.
  - Too much emphasis on teacher education.
  - Not enough emphasis on teacher education.
  - Too much theory and not enough performance.
  - Too much performance and not enough theory.
  - Other—Please be specific.
4. What courses, if any, do you feel you should have taken that you did not take?
- |  |   |
|--|---|
| a. —None                                     | o. —Advanced Dramatics                          |
| b. —Fundamentals of Speech                   | p. —Listening                                   |
| c. —Debate                                   | q. —Design for the Theatre                      |
| d. —Discussion                               | r. —General Semantics                           |
| e. —Make-Up                                  | s. —Advanced Interpretation                     |
| f. —Interpretation (First Course)            | t. —Teachers Course (Methods)                   |
| g. —Dramatic Laboratory                      | u. —Speech Activities for the Child             |
| h. —Rhetorical Criticism                     | v. —History of the Theatre                      |
| i. —Extemp Speaking (First Course)           | w. —Stage Costuming                             |
| j. —Extemp Speaking (Second Course)          | x. —Phonetics                                   |
| k. —Play Production-Directing                | y. —Speech Correction for the Classroom Teacher |
| l. —Play Production-Stage Craft and Lighting | z. —First Principles of Dramatic Art            |
| m. —Playwriting                              | aa. —Persuasion                                 |
| n. —Direction of Speech Activities.          | bb. —Black Rhetoric                             |
|  | cc. —Theories of Communication                  |

5. What courses were you required to take that you felt were of no benefit to you.
- |  |   |
|--|---|
| a. —None                                     | o. —Advanced Dramatics                          |
| b. —Fundamentals of Speech                   | p. —Listening                                   |
| c. —Debate                                   | q. —Design for the Theatre                      |
| d. —Discussion                               | r. —General Semantics                           |
| e. —Make-Up                                  | s. —Advanced Interpretation                     |
| f. —Interpretation (First Course)            | t. —Teachers Course (Methods)                   |
| g. —Dramatic Laboratory                      | u. —Speech Activities for the Child             |
| h. —Rhetorical Criticism                     | v. —History of the Theatre                      |
| i. —Extemp Speaking (First Course)           | w. —Stage Costuming                             |
| j. —Extemp Speaking (Second Course)          | x. —Phonetics                                   |
| k. —Play Production-Directing                | y. —Speech Correction for the Classroom Teacher |
| l. —Play Production-Stage Craft and Lighting | z. —First Principles of Dramatic Art            |
| m. —Playwriting                              | aa. —Persuasion                                 |
| n. —Direction of Speech Activities           | bb. —Black Rhetoric                             |
|  | cc. —Theories of Communication                  |
6. What courses, if any, would you like to have been offered that are not now offered? (Refer to questions four and five for courses currently offered.)
- None
  - Radio and Television
  - Business Communications
  - Communications Theory
  - Others-Please be specific
7. What speech activities do you direct in your teaching assignment?
- Assemblies
  - Plays
  - Forensic Activities
  - School and Community Programs
  - Others-Please be specific
8. Did the speech program at NSC adequately prepare you to handle the activities listed in question seven? —Yes —No.
- If yes, what courses were most valuable in preparing you to handle the activities? (Consult course listing on question four)
- If no, were there courses not required that would have been valuable? (Please list courses)
- If no, were there courses or programs not available to you that would have been valuable? (Please list courses or programs)
9. List the total number of speech hours you received at Northeastern—

10. Please check the speech courses you completed at Northeastern.

- |  |   |
|--|---|
| a. —Fundamentals of Speech                   | n. —Advanced Dramatics                          |
| b. —Debate                                   | o. —Listening                                   |
| c. —Discussion                               | p. —Design for the Theatre                      |
| d. —Make-Up                                  | q. —General Semantics                           |
| e. —Interpretation (First Course)            | r. —Advanced Interpretation                     |
| f. —Dramatic Laboratory                      | s. —Teacher's Course (Methods)                  |
| g. —Rhetorical Criticism                     | t. —Speech Activities for the Child             |
| h. —Extemp Speaking (First Course)           | u. —History of the Theatre                      |
| i. —Extemp Speaking (Second Course)          | v. —Stage Costuming                             |
| j. —Play Production-Directing                | w. —Phonetics                                   |
| k. —Play Production-Stage Craft and Lighting | x. —Speech Correction for the Classroom Teacher |
| l. —Play writing                             | y. —First Principles of Dramatic Art            |
| m. —Direction of Speech Activities.          | z. —Persuasion                                  |
|  | aa. —Black Rhetoric                             |
|  | bb. —Theories of Communication                  |

## APPENDIX B

### SECTION II

The following questions are directed to those individuals who entered graduate school having never taught in the public schools. If you have taught in the public schools and attended graduate school, please complete both portions (Sections I and II) of the questionnaire.

1. Do you feel you were sufficiently prepared on the undergraduate level to enter graduate school? —Yes —No If no, why?
  - a. —Insufficient instruction in how to write papers.
  - b. —Insufficient instruction in using research tools.
  - c. —Insufficient background to cope with courses offered at graduate school.
  - d. —Others—Please be specific.
2. What courses, if any, should we offer that are not now offered that you feel would have better prepared you to enter graduate school? (Refer to questions three and four for courses currently offered)
  - a. —Rhetorical Theory
  - b. —Communications Theory
  - c. —Introduction to Graduate Study
  - d. —Theories of Acting
  - e. —Others—Please be specific.
3. What courses, if any, do you feel you should have taken on the undergraduate level that you did not take? (Refer to question four for courses currently offered.)

4. What courses, if any, were you required to take that you feel were of no benefit to you?
- |  |   |
|--|---|
| a. —None                                     | o. —Advanced Dramatics                          |
| b. —Fundamentals of Speech                   | p. —Listening                                   |
| c. —Debate                                   | q. —Design for the Theatre                      |
| d. —Discussion                               | r. —General Semantics                           |
| e. —Make-Up                                  | s. —Advanced Interpretation                     |
| f. —Interpretation (First Course)            | t. —Teacher's Course (Methods)                  |
| g. —Dramatic Laboratory                      | u. —Speech Activities for the Child             |
| h. —Rhetorical Criticism                     | v. —History of the Theatre                      |
| i. —Extemp Speaking (First Course)           | w. —Stage Costuming                             |
| j. —Extemp Speaking (Second Course)          | x. —Phonetics                                   |
| k. —Play Production-Directing                | y. —Speech Correction for the Classroom Teacher |
| l. —Play Production-Stage Craft and Lighting | z. —First Principles of Dramatic Art            |
| m. —Play writing                             | aa. —Persuasion                                 |
| n. —Direction of Speech Activities           | bb. —Black Rhetoric                             |
|  | cc. —Theories of Communication                  |
5. What information concerning graduate school would you like to have received that you did not receive while completing your undergraduate degree?
- A list of schools offering graduate programs.
  - Financial assistance available to you while attending graduate school.
  - What is to be expected of you in graduate school.
  - How to apply for graduate school.
  - How to choose a graduate school.
  - Others—Please be specific.
6. What do you feel are the major weaknesses of our speech program in relation to graduate school?
- Too much attention to performance.
  - Too much attention to theory.
  - Too much outside reading.
  - Not enough outside reading.
  - Too much writing.
  - Not enough writing.
  - Too much repetition.
  - Not enough repetition.
  - Others—Please be specific.
7. The space here is provided for you to make any additional comments you feel necessary. You may wish to qualify an above answer or make any additional comments you feel pertinent.



## THE TRANSFERENCE OF ATTITUDES FROM PARENTS TO THEIR CHILDREN

G. Dale Welch

### STATEMENT OF THE PROBLEM

The general subject of investigation of this study was the attitude congruency of parents and their children. In short, it was an examination of one aspect of the socialization process—the development of attitudes by members of a primary social system—the family. The primary objective was to determine the congruency of parent-child attitudes toward selected referents in different time dimensions.

Attitudes are predispositions to react favorably or unfavorably toward some thing.<sup>1</sup> More specifically, an attitude refers to a positive or negative mental orientation toward persons, objects, or events.<sup>2</sup> Basic to the understanding of an attitude is the term "referent," i.e., the something toward which the attitude is directed, be it an idea, object, person, or source of action.<sup>3</sup>

Attitudes are a part of the learning process of the individual. The acquisition of attitudes is just one part of the socialization process as noted by Merton:

Socialization involves the acquisition of attitudes and values, of skills and behavior patterns making up social roles established in the social structure . . . The process continues, at varying rates, through the life cycle.<sup>4</sup>

This does not mean that they are always consciously taught, for much of the teaching of attitudes is unintentional. Foshay and Wann have suggested that in this sense, attitudes are "caught" rather than taught. However, there are some attitudes that are directly taught.<sup>5</sup>

The direction of influence on transference of attitudes emphasized is that of parent on child, especially social, economic, and political attitudes. This is the greater influence—parent-on-child rather than child-on-parent.<sup>6</sup>

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<sup>1</sup>Arthur W. Foshay and K. D. Wann. *Children's Social Values* (New York: Teachers College, Columbia University, 1964), p. 25.

<sup>2</sup>Sarah Carolyn Fisher, "Relationships in Attitudes, Opinions and Values Among Family Members," *University of California Publications in Culture and Society, II*, (Berkeley: University of California Press, 1948); p. 33.

<sup>3</sup>Foshay and Wann, *loc. cit.*

<sup>4</sup>Charles P. Loomis, *Social Systems* (Princeton, New Jersey: D. Van Nostrand Company, Inc. 1960), p. 34-35.

<sup>5</sup>Foshay and Wann, *op. cit.*, p. 30.

<sup>6</sup>Fisher, *loc. cit.*, p. 37.

The referents toward which parent-child attitudes were compared in this study were local community facilities and occupational and educational aspirations and expectations for the youth.<sup>7</sup>

### REVIEW OF LITERATURE

The primary objective of this research was to determine the congruency of parent-child attitudes toward selected referents in different time dimensions. Jennings and Niemi in their research on the transmission of political and other values from parent to child found the further removed the referents and the more abstract the measure, the more incongruent were the parents' and their children's responses.<sup>8</sup>

This hypothesis was supported in a previous endeavor in a rural area by the writer.<sup>9</sup> Responses of parents and their children were compared toward local issues which were quite visible to the area residents and four future oriented referents. The former were centered around a problem of forestry conservation. The latter referents, each of which were in different time dimensions, were educational and occupational aspirations and expectations. The conclusions drawn from that research was that the parent-child attitudes were more congruent on current local matters than on future oriented matters.

As stated above, this conclusion was based on research of a distinct rural area. Burchinal, after an extensive survey of literature on rural youths, stated that there was a difference in the socialization systems of rural and urban youth in preparing them for adult roles. Increased similarity in the socialization systems of rural and urban youth has led some parents to the generalization that value related characteristics of rural and urban youth are not very different. A considerable body of data has pointed to the opposite conclusion, and these differences have been noted in school achievement levels and youth occupational aspirations and achievement levels.<sup>10</sup> Thus an effort in this research endeavor was made to examine the Jennings and Niemi hypothesis again, but in an area defined by the United States Bureau of the Census as urban.

<sup>7</sup>To clarify the use of occupational and educational aspirations as an attitude, it is noted that Haller and Miller, in speaking on the level of occupational aspiration, say it is a personal orientation to action. See: Archibald O. Haller and Irvin W. Miller, "The Occupational Aspiration Scale: Theory, Structure and Correlates," *Agriculture Experiment Station Bulletin 288* (East Lansing, Michigan: Michigan State University, 1963), p. 11.

<sup>8</sup>M. Kent Jennings and Richard G. Niemi, "The Transmission of Political Values from Parent to Child," *The American Political Sciences Review*, LXII (March, 1968), p. 169.

<sup>9</sup>Gilbert Dale Welch, *The Transference of Attitudes of Rural Parents to Their Children* . . . . (Unpublished doctoral dissertation, Baton Rouge: Louisiana State University, August, 1970).

<sup>10</sup>Lee G. Burchinal, "The Rural Family of the Future," *Our Changing Rural Society*, James H. Copp, editor (Ames, Iowa State University Press, 1964), p. 180.

### RESEARCH PROCEDURE

The data for this study was collected from a random sample of high school students, grades 10-12, who were enrolled in the Tahlequah High School, and their parents. Student responses were obtained by allowing the student to complete the questionnaire under the observation and direction of trained persons. Parents were sent a copy of another questionnaire, similar to the one completed by the students, and were asked to complete it apart from their children and return it to the research office. Of the original 130 mailed, there were 65 returned, a 50 percent return. Only 57 of these were completed. Thus there were 57 parent-child pairs in this study. A little over 60 percent of the student sample were male. About 90 percent classified themselves as white, and the remaining 10 percent were Indian. There were 29 tenth graders, 17 eleventh graders, and 11 in the twelfth grade.

A listing of fourteen community facilities was included in both questionnaires to determine the attitudes toward the local community. (See Table I.)<sup>11</sup> The respondents were asked to rate each item on a scale from very good, good, fair, poor, and very poor.

The later life achievement aspirations and expectations were determined by questions which projected the desired and expected occupational and educational achievements to a period when a person would probably have obtained or nearly obtained his aspiration.<sup>12</sup> The occupations specified by the students and parents were coded in a rank hierarchy for analysis.<sup>13</sup>

Since the population interviewed in this study was a sample population, the T-Test for correlated pairs was used to determine the similarity in the responses of the two populations.

Two general hypotheses were postulated in light of the review of literature.

1. There will be congruency between the attitudes of parents and their children on local matters.
2. There will be incongruency between the parents and their children on the future oriented measures of later life achievement goals.

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<sup>11</sup>The community services were items used in previous community development studies. These items were provided by Joe Urbon, Department of Sociology, Northeastern State College, Tahlequah, Oklahoma.

<sup>12</sup>These questions and choice of responses are included in the Appendix.

<sup>13</sup>The hierarchy used was a combination of the census scheme and one used by Kuvlesky: United States Bureau of the Census, 1960 Census of Population, Classified Index of Occupations and Industries (Washington, D.C.: United States Government Printing Office, 1960); and W. P. Kuvlesky and Michael Lever, "Occupational Goals, Expectations, and Anticipatory Goal Deflection Experience by Negro Girls Residing in Low-Income Rural and Urban Areas." (Paper read at the Southwestern Sociological Society Meetings, Dallas, Texas, March, 1967), p. 5.

## FINDINGS

The first hypothesis predicted that parents and students would have congruent responses on matters that were related to their present daily living. The evidence from the data collected does not fully support this general hypothesis.

The mean and difference of mean of parents' and students' responses toward each of the community facilities have been presented in Table I. Parents' and their children's responses were the same on eight of the fourteen items but their responses were significantly different on six of the measures. The items on which there was parent-child incongruency were: selection at stores, friendliness of merchants, schools, church facilities, police protection, and recreational facilities. On each of these indices the students rated it more unfavorably than did their parents.

Further examination of the parent-child responses to the items indicated that parents rated two services in the community—medical services and job opportunities—slightly lower than the children. Parents evaluated church facilities, schools, and friendliness of merchants as good while students rated only church facilities as good. Job opportunities, medical services, and streets and roads were rated lowest by parents while students rated job opportunities, streets and roads, and recreational facilities lowest.

It is interesting to note that generally in the instances where parent and student responses were congruent, both groups expressed more unfavorableness about the facilities than with the other items. Possibly this fact suggests more communication between parents and their children when there are negative feelings about certain matters.

In summary, the evidence from the data did not support the general hypothesis that parents and their children have congruent attitudes toward the issues related to their present community.

The second general hypothesis predicted that there would be incongruency in the goals of parents for their children and the later life achievement goals of the children themselves. More specifically, parent-child responses would be incongruent on more future oriented measures. The mean parent-child responses have been presented in Tables II and III. The data did not support the second general hypothesis, and it must be concluded that there was no significant difference in the parent-child responses on the future referents.

Examination of the means on the occupational measures (Table II) indicated that the parents had higher aspirations and expectations for their children than did the students. However, there was little difference in the educational measures (Table III) especially on the expected educational attainment. As might be expected, there was a greater difference in the parent-child response means on the occupational measures than on the educational. The former is more future oriented.

In summary, the data did not support the hypotheses that were postulated regarding parent-child congruency on current (present) and future oriented measures. Comparing the study in a rural area and this study, it might be assumed that there is a difference in

the socialization process in the rural and urban family, especially on future oriented matters. Possibly the fact that the setting for this study was in a college town might suggest a partial reason for a more occupational and educational orientation of both parents and students. However, further research is needed to examine the socialization process in rural and urban families.

**TABLE I**  
**MEAN EVALUATIONS OF COMMUNITY SERVICES**  
**BY PARENTS AND STUDENTS AND**  
**SIMILARITY OF PARENT-STUDENT RESPONSES**

Community Service	Means*		P-S**
	Parents	Students	
1. Selection of Stores	2.67	3.21	No
2. Friendliness of Merchants	2.35	2.79	No
3. Schools	2.26	2.91	No
4. Church Facilities	1.72	2.16	No
5. Community Spirit	2.84	3.26	Yes
6. Fire Protection	2.98	3.26	Yes
7. Community Appearance	2.98	3.33	Yes
8. Streets and Roads	3.84	4.19	Yes
9. Public Libraries	3.26	3.33	Yes
10. Medical Services	3.84	3.67	Yes
11. Police Protection	2.89	3.42	No
12. Parks and Playgrounds	3.17	3.32	Yes
13. Recreational Facilities	3.14	4.05	No
14. Job Opportunities	4.72	4.51	Yes

\* The lower the mean, the more favorable the reaction toward adequate community services.

\*\* P-S: Parents' responses were statistically similar or different from their children's responses based on T-Test at the .05 level of significance.

**TABLE II**  
**MEAN RESPONSES OF PARENTS' AND STUDENTS' ATTITUDES**  
**TOWARD OCCUPATIONAL ASPIRATIONS AND**  
**OCCUPATIONAL EXPECTATIONS AND**  
**SIMILARITY OF PARENT-RESPONSES**

	Parents*		Student	P-S**
	Mean	N	Mean	
Occupational Aspiration	1.49	(47)	2.13	(47) Yes
Occupational Expectation	2.41	(37)	2.97	(37) Yes

\*The smaller the mean, the higher the occupational rank.

\*\*Parents' responses were statistically similar or different from their children's responses based on T-Test at the .05 level of significance.

**TABLE III**  
**MEANS AND DIFFERENCES OF MEANS FOR**  
**PARENTS' AND THEIR CHILDREN'S**  
**ATTITUDES TOWARD EDUCATIONAL ASPIRATIONS AND**  
**EDUCATIONAL EXPECTATIONS AND SIMILARITY OF**  
**PARENT-STUDENT RESPONSES**

	Parents* Mean N	Student Mean N	P <sub>S</sub> **
Educational Aspiration	5.12 (57)	4.82 (57)	Yes
Educational Expectations	4.64 (53)	4.58 (53)	Yes

\*The greater the mean, the greater the educational expectation.

\*\*P<sub>S</sub>: Parents' responses were statistically similar or different from their children's responses based on T-Test at the .05 level of significance.

#### APPENDIX

The two questions designed to determine the parent's desired and expected educational achievement for his child are as follows:

If your son or daughter could have as much education as you desired and were completely free to choose, which one of the following would you most desire for him or her? (One only)

1. Quit high school now
2. Graduate from high school
3. Graduate from high school and then complete a business, commercial, nurses training, or some other technical school program
4. Graduate from a junior college
5. Graduate from a college or university
6. Complete additional studies after graduating from a college or university

What do you really expect your son's or daughter's educational attainment will be? (Same responses as above)

The students had the same response choices as the parents. Their questions were:

If you could have as much education as you desired and were completely free to choose, which of the following do you most desire?

What do you really expect your educational attainment will be?

The questions asked parents and students were as follows:

Parents:

If you were completely free to choose any job, what would you most desire as a kind of work for your son or daughter by his or her thirtieth birthday? (In answering the question give an exact job. For example, do not say, "work on the railroad" but tell us what railroad job you would like him or her to have.)

List the occupation you expect your child to attain by age 30.

Children:

If you were completely free to choose any job, what would you desire most as a kind of work by age 30? (In answering this question give an exact job. For example, do not say "work on the railroad" but tell us what railroad job you would like to have.)

Sometimes we are not able to do what we want most. What kind of job do you really expect to have by age 30? Please give an exact job.

**FOLLOW-UP STUDY OF 1969  
NORTHEASTERN STATE COLLEGE GRADUATES**

**Katherine Adam and Bogdanka Arias**

During the last twelve years, several partial follow-up studies were made by faculty members and committees at Northeastern State College. In 1959 the preparation of teachers was studied, in 1963 and 1967 a study was made of intern teaching, and in 1967 industrial arts and college speech clinicians were asked to answer questionnaires. In 1964 Dr. W. C. Hill made a valuable evaluation of 500 Northeastern State College graduates which measured their academic training in relationship to its usefulness and effectiveness in their assignments.

An essential need for a new follow-up study determined the making of questionnaires sent to 750 Northeastern State College graduates during the fall of 1971. These questionnaires were sent to 1969 graduates who have been working for a year or more after their graduation. The purpose of the follow-up study was to measure effectiveness of their training as compared to their job-performance and to compare their capability to that of graduates from other colleges who perform the same assignments. From 464 questionnaires that reached graduates, 188 were returned with the requested information.

The questionnaires sent to the graduates consisted of three different parts. The first was a personal data section, the second listed subjects of the general education program, and the third listed subjects of their major academic area. The criteria for evaluation of these subjects were that of "very useful," "indifferent," or "no use." Evaluation of subjects in this way was requested even if the graduates were not working in fields of their academic training.

A second phase of the follow-up study consisted of the sending of questionnaires to the immediate supervisors of those graduates who submitted names and correct addresses. One problem which had no satisfactory solution was the finding of the current addresses. From 108 immediate supervisors for whom addresses were submitted by graduates, 61 answers were received.

**SAMPLE OF LETTER TO GRADUATES**

December 1, 1971

Dear Northeastern Graduate:

As an indication of your college's continuing interest in you, we are seeking your opinion of the college and its service to you. As a former student you can offer us an objective evaluation of our successes and inadequacies. We believe that your responses will help us to do a better job for the students who will follow you.

We ask that you take a few minutes to complete the enclosed questionnaire and return it in the envelope provided.

Bogddy Arias  
Associate Professor of English

Katherine Adam  
Instructor of English



### SAMPLE OF QUESTIONNAIRE SENT TO GRADUATES

This questionnaire takes only 3 minutes to fill in

Northeastern Graduate Follow-Up Study

Date \_\_\_\_\_

#### I. Personal Data

1. Your name Mr./Miss/Mrs. \_\_\_\_\_  
Last First Middle Maiden
2. Current address \_\_\_\_\_  
Street City State Zip Telephone
3. Your home address while attending \_\_\_\_\_ Present  
Northeastern \_\_\_\_\_ Age \_\_\_\_\_
4. Colleges Attended \_\_\_\_\_  
Semesters summers Major Minors Degree Obtained
5. Previous \_\_\_\_\_  
Northeastern \_\_\_\_\_  
After \_\_\_\_\_
6. What was your occupation after graduation?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
7. Present occupation \_\_\_\_\_
8. Are you using your academic training in your occupational field? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Was it relatively easy to find a job in your field?  
Yes \_\_\_\_\_ No \_\_\_\_\_
10. Are you a student now? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Are you a student now because you were not able to find a job? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Do you prefer to work in Large city \_\_\_\_\_  
Urban area \_\_\_\_\_  
Home area \_\_\_\_\_
13. Name and title of immediate supervisor or advisor (if student)  
\_\_\_\_\_
14. Address of immediate supervisor or advisor  
\_\_\_\_\_  
Name of Company \_\_\_\_\_

## II. Evaluation of Courses of General Education Only for Courses taken at Northeastern

	Usefulness of course applied to your occupation in academic area.			Usefulness of course if you work in other than academic area.		
	No Use	Indiff.	Very Useful	No Use	Indiff.	Very Useful
R-Freshman English						
R-Speech						
R-Freshman Orientation						
R-Humanities						
O-Literature						
R-Amer. Govt.						
R-Amer. Hist.						
E-Economics						
E-Western Civ.						
R-Okla. Hist.						
R-Personal Hygiene						
R-Physical Education						
R-General Science						
R-General Biology						
E-Fine Arts						
E-Foreign Language						
E-Practical Arts						

--Would you say that your general Education was adequate? Yes \_\_\_\_ No \_\_\_\_

--If you checked No, would you say it was due to

Your fault \_\_\_\_

Advisor \_\_\_\_

Program \_\_\_\_

Other reasons \_\_\_\_\_

--Do you feel that more required courses were necessary?

Yes \_\_\_\_ No \_\_\_\_

--If Yes, which?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### III. Evaluation of Courses in Your Major Field

(Note: The following portion of the questionnaire was prepared for a Bachelor of Science in Education degree with a Home Economics major and is typical of Part III of the questionnaires which were sent to the 1969 graduates.)

Courses	Usefulness of course (if you are employed in the area of your academic preparation)			Usefulness of course (if you are employed in other than your field of preparation)		
	No Use	Indiff.	Very Useful	No Use	Indiff.	Very Useful
Clothing						
Textiles						
House Care						
Family Health						
Foods						
Home Planning						
Child Care						
Meal Planning						
Management						
Teachers Course						
Tailoring						
Curriculum						
Elective Courses (Please list						

Would you say that your preparation in your major field was adequate? Yes \_\_\_\_ No \_\_\_\_

If you checked No, would you say that it was due to  
 Your fault? \_\_\_\_  
 Advisor? \_\_\_\_  
 Program? \_\_\_\_  
 Other Reason? \_\_\_\_\_

Do you feel that more required courses would have been desirable? Yes \_\_\_\_ No \_\_\_\_

If yes, which? \_\_\_\_\_

Do you feel that there should be more elective courses and fewer required courses? Yes \_\_\_\_ No \_\_\_\_

### RESULTS OF QUESTIONNAIRE SENT TO GRADUATES

From the first part of the questionnaire sent to the graduates, computations of the data show that about two-thirds of the graduates remained in Oklahoma, one-sixth moved to adjacent states, and one-sixth moved to further states. The majority of answers showed that those graduates of Northeastern State College attended other colleges previous to Northeastern; 75 percent graduated with the teaching degree (88 percent of whom were working currently as teachers); 34 percent were using their academic training in their occupational field. A question in this part inquired whether it had been relatively easy to find a job in their field. Two-thirds answered "yes" while one-third answered "no." Only one-fifth of the respondents preferred to work in a large city while the rest preferred to work in home or urban areas.

The second part of the graduate questionnaire dealing with general education was the one that had the fullest response. From the results of computation of this data, the graduates who used their training for their current work showed that freshman English, speech, American government, American history, Oklahoma history, personal hygiene, general science, and general biology were very useful subjects. Indifferent for the majority were humanities, economics, western civilization, physical education, fine arts, foreign languages, and practical arts. A majority indicated that freshman orientation was of no use.

Computation of data of those who did not use their academic field revealed that they considered freshman English and speech courses to be very useful, freshman orientation, Oklahoma history and fine arts to be of no use, and the rest of the subjects as indifferent.

Part three was constructed for the purpose of evaluation of the various courses in the following major areas of study:

Accounting	Library Science
Art	Mathematics
Biology	Music
Business Education	Physical Education
Chemistry	Psychology
Economics	Social Studies
Elementary Education	Sociology
English	Speech
History	Speech Therapy
Home Economics	Zoology
Industrial Arts	M.S. in Education

From those respondents who returned data evaluating subjects in their majors, only those responses for which there was a significant majority of returns were processed. Results have been noted below:

**Accounting**

Although few graduates answered, they were very specific in suggesting more required hours. Most suggested thirty hours in order to satisfy CPA requirements.

**Art**

The program was checked as deficient in the number of courses offered. Aesthetics, art literature, art history, and general art were suggested.

**Business Education**

The majority of graduates indicated that the courses were adequate. However, weaknesses were indicated in the methods. There was a preference for more elective courses, among which English was listed.

**Economics**

These few graduates felt a need for additional English, mathematics, public speaking, and advanced macro and micro.

**Elementary Education**

The majority of these graduates felt that their preparation was adequate for their needs. They mentioned that intern teaching was a very good experience although some indicated that they would have preferred to have had it earlier in the program in order to work deficiencies out before graduation. The strongest areas indicated were mathematics, arts, social science, speech, English, library science, and methods. The majority checked home economics and health education as being indifferent in the program. Among suggested needed courses were audiovisual techniques, more methods, English, grammar, speech, western civilization, reading, mathematics, and psychology. Preference was indicated for more courses in elementary education.

**English**

Graduates of this program indicated that it was adequate for their needs, although half of them felt the program could be improved by more elective courses. The other half indicated that the program could be strengthened with more courses in humanities, world literature, linguistics, criticism, grading of compositions, phonetics, Bible, history of the English language. Strong emphasis was placed on having more academic courses required and fewer education courses.

**History**

These graduates found all the subjects useful and the program adequate; the majority felt that the program should have more elective courses. Among those courses needed were listed Eastern, Greek, Latin, African, and South American history.

**Home Economics**

Most of the answers in the area indicated that the courses were very useful and adequate for the program. Some graduates suggested courses of practical application and requested extension courses.

**Industrial Arts**

The majority of answers considered the program adequate. A few suggestions were made for its improvement by the addition of courses in administration with emphasis on student participation and brief exploration in all fields which would help teachers.

**Languages**

Questionnaires to graduates in the program were not sent out because very few graduated in 1969.

**Library Science**

Questionnaires were mailed to graduates, but the return was too small to be significant.

**Mathematics**

Suggestions of the few mathematics majors who answered the questionnaire indicated a need for more geometry and vector analysis courses.

**Music**

Suggestions for more music literature and ear training were received.

**Physical Education**

Very few graduates of this program answered the questionnaire; the suggestions made were for more elective courses and more gymnastics and dancing courses.

**Psychology**

Very few answers were received in the major. Suggested new courses were mental health, socio-psychology, basic guidance, and applied psychology.

**Sciences**

Graduates of zoology recommended the acquisition of more laboratory materials; chemistry graduates felt that more emphasis on new developments and biochemistry was needed; biology graduates suggested parasitology and histology courses.

**Social Studies**

The program generally was considered good. The strongest subject marked was principles. A minority reported difficulty in finding jobs with this training.

**Speech**

Questionnaires were sent out, but the return was insignificant.

**Speech Therapy**

A definite need for more courses was emphasized in the area: techniques, advanced audiology, voice, articulation, language development. The graduates felt a lack of medical background and too much emphasis on education instead of depth in subject matter as the main deficiencies of the program.

**Master of Education**

An overwhelming majority of graduates in the field recommended strongly more courses in the academic field and fewer in education. Among the courses suggested in the field of education were organi-

zational theory, foundations of education, learning theory, and early childhood education. In other areas, more literature in general and more mathematics courses for non-mathematics majors were suggested.

#### SAMPLE OF LETTER TO SUPERVISORS

Ref.: -----  
January 10, 1972

Northeastern State College is conducting follow-up research in order to ascertain the performance of students in their present occupations, compared with that of graduates of other institutions. We would like to have information from employers in order to determine how well our programs fit their needs. We hope that at present you are satisfied with our graduates. We would appreciate recommendations that will help us do a better job for future generations.

We ask that you take a few minutes to complete the enclosed questionnaire and return it in the envelope provided.

Sincerely yours,

Bogddy Arias  
Associate Professor  
of English

Katherine Adam  
Instructor of English

#### SAMPLE OF QUESTIONNAIRE SENT TO SUPERVISORS

Please, help us. This questionnaire will not take more than half a minute of your time. All information will be confidentially processed.

Ref: -----

1. How many employees or students are performing tasks comparable to this N. S. C. graduate: -----
2. How may other N. S. C. graduates do you supervise? -----
3. Do you think that the N. S. C. graduate's performance is  
better -----  
similar -----  
worse -----  
than that of the other graduates of other institutions?
4. Do you think that No. 3 is due to  
academic training -----  
personal merit -----  
or fault? -----
5. Would you employ other N. S. C. graduates if you had the chance? Yes ----- No -----
6. Remarks: -----

### RESULTS OF QUESTIONNAIRE SENT TO SUPERVISORS

A total of 108 addresses of supervisors were submitted by the graduates. From that number of questionnaires sent, 61 answers were received. The data indicated that 18.03 percent of the supervisors felt that Northeastern State College graduates were better than those from other institutions, 70.4 percent felt that they were similar, and 1.6 percent felt that they were worse. Many supervisors (50 percent) felt job performance was influenced by academic training of graduates and a majority (90 percent) checked or affirmed that they would employ other Northeastern State College graduates if they had the chance.

**Editor's note:** The information contained in the two "Results" sections of the study was compiled from responses to the individual questionnaires sent to the graduates. Tables with a complete breakdown of the data are on file in the Office of Research and Development and may be reviewed by any interested party upon request.

### RECOMMENDATIONS

1. At the time of graduation, students should leave a permanent address with the registrar, divisional office, or other office in order to facilitate further contact.
2. More emphasis should be placed on advisement, especially before a student enters a field. Possibility of job procurement, requirements, and possible salary should be discussed with the students in order to avoid frustrations.
3. Standard follow-up forms should be developed for general education and for major fields and sent regularly to graduates. Some of the graduates who answered the questionnaires sent notes of appreciation for the opportunity of expressing their opinions.
4. Graduates from the program of Master of Education requested more hours in their academic fields and less hours in education.
5. Graduates from the field of accounting suggested by majority that this program should require 30 hours in order to comply with C.P.A. requirements.
6. Graduates from sciences suggested more courses in contemporary developments.
7. English and speech proved to be highly useful even to those who did not major in these fields. Suggestions were made to require more hours in these fields at the level of general education.
8. Education majors felt that more courses in their academic fields and less in methods and philosophy of education would have helped them in their teaching.
9. Although most of the programs appeared to be adequate, suggestions for adding new courses in order to strengthen the programs were made.



## THE JUNIOR COLLEGE TRANSFER STUDENT AT NORTHEASTERN STATE COLLEGE

Mitchel Mann

(Note: Appreciation is extended to Mr. Orville Johnson,  
President of Carl Albert Junior College, for his assistance  
in this study.)

An increasing number of students are attending the two-year college rather than the four-year college or the university. This trend is likely to continue in the future. "It will be noted that the state two-year colleges are expected to assume the burden of responsibility for the bulk of the increased load of lower-division students projected to be enrolled by 1980, with the state colleges assuming a measure of responsibility for new students at all levels."<sup>1</sup> The junior college attendance in Oklahoma has had a tremendous rise because of the recent founding of two-year colleges in the large metropolitan areas of the state; yet the receiving colleges are often unaware of the problems related to these students who transfer.

About two-thirds of the students who enter the community junior college enroll in academic programs. They plan to transfer to the four-year college or to the university, but most of them do not transfer. "One out of three students enrolled in the community college will continue his work in a four-year college. The other two will not."<sup>2</sup>

With the predicted junior college enrollment of 22,500 in Oklahoma, approximately 7,000 students each year will be transferring to senior colleges.

### THE PROBLEM

The purpose of this study was to determine what factors influenced junior college transfer students to select Northeastern State College. This study also was designed to determine whether there were negative factors concerning the transfer process to this institution.

A majority of students at Northeastern State College enter the teaching profession. Foundations of education is a course required of all who plan to become teachers. A survey was made of all junior college transfer students who were enrolled in sections of this course during the fall semester and the spring semester of 1971-1972.

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<sup>1</sup>Higher Education, A Plan For The 70's, Oklahoma State Regents for Higher Education, July 1971, p. 60.

<sup>2</sup>Edmund J. Gleazer, Jr., This is the Community College (Boston: Houghton Mifflin Company, 1968), p. 66.

By contacting each individual class it was possible to obtain almost 100 percent returns on the survey. All of the students seemed willing to participate; however, a few students were absent and some may have been overlooked in subsequent visits to the classes. The total number of respondents was 177. This figure does not represent all of the junior college transfer students but only those who were planning to enter the teaching profession and who were enrolled in foundations of education.

### FINDINGS

When asked why they chose Northeastern State College, the students gave two principal reasons—the location (105) and the programs offered (52). There was little difficulty in getting all the junior college hours accepted. Of those responding to this question, 145 reported no difficulty, and 26 reported some trouble. This response is in line with a national study by Knoell and Medsker which revealed that less than 15 percent of the transfer students had serious problems related to the transfer of credits. This study also showed the following:

It is best for the community college student to attend the two full years and then transfer, rather than transferring at the end of one year. His chances of success are seventy-five percent better if he stays two years at the community college than if he stays only one year.<sup>3</sup>

Over one-half of the students had not been contacted by Northeastern State College prior to enrollment; 106 (59%) reported no contacts. Most students had a favorable initial impression of Northeastern State College. Many of those from the small junior colleges commented about the large campus and impersonal atmosphere, although 36 (20%) had an unfavorable impression of Northeastern State College. After being on campus for a few weeks, 29 (16%) changed to a positive attitude. A typical comment was, "It is a beautiful campus with a congenial atmosphere."

There were the usual problems in enrollment such as long lines, getting into the wrong line, and classes being closed. Most of the complaints were directed toward financial aids and poor advisement. To these areas of questions, 102 responded. It was reported that 58 percent had no problems, 22 percent had difficulties with financial aids, and 13 percent believed that they received poor advisement. Seven percent listed housing and admission as trouble areas.

Complaints on advisement were mostly in repeating courses which had been taken at the junior college. Comments directed toward financial aids were that it took such a long time to get a reply . . . "I was not notified until enrollment time that I had not been accepted." Others thought that the aid program was not as liberal as it should be.

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<sup>3</sup>Thomas E. O'Connell, *Community Colleges: A President's View*, (Urbana, Chicago, London: University of Illinois Press, 1968), p. 40.

The most significant response was related to the need for a special orientation day for junior college transfer students. Of the total group of students, 77 percent were in favor of the special orientation day. They were very emphatic in expressing their desire for help in becoming acquainted with Northeastern State College before enrollment. "We need an orientation day. Without the help of a friend, I would have never been able to get enrolled."

The tabulation below points out the need for providing more information for the transfer student. In responding to the question, "Did you receive adequate information?" a large percentage of students reported a lack of information in every area of inquiry.

Area of Inquiry	Yes	No
Degree Programs	103 (59%)	72 (41%)
Job Opportunities	78 (46%)	92 (54%)
College Activities	90 (52%)	83 (48%)
Student Rules and Regulations	95 (55%)	78 (45%)
Student Counseling Services	73 (43%)	96 (57%)
Student Health Service	81 (46%)	95 (54%)
Changing Major Field	67 (39%)	105 (61%)

### CONCLUSIONS

The vast majority of junior college students who transfer to Northeastern State College do so because of the location of the college and because of the programs offered.

In the past Northeastern State College has put forth very little effort in recruiting students. This is evidenced by the fact that 59 percent of the transfer students had never been contacted by Northeastern State College. Those students who did attend Northeastern were well pleased with the school. Only seven of the 177 reporting were unhappy after becoming acquainted.

Very few problems were encountered in getting transfer credits accepted, although a number of students were unhappy with their advisors and with financial aids.

An orientation day for transfer students is needed. They need help in getting enrolled, locating offices and buildings, using the library, and becoming acquainted with college facilities.

### RECOMMENDATIONS

1. A special orientation day should be provided for transfer students.
2. A group of faculty members who have a desire to work with transfer students should be selected as advisors of these students.
3. Advisors of junior college students should be familiar with the college from which the advisee transfers.
4. Northeastern State College should work in close cooperation with the junior colleges in preventing problems of a transfer nature.
5. Northeastern State College should provide more information to the prospective student while he is still attending the junior college.
6. Financial aids should conduct a self study of the problems related to transfer students.

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## **A MEASUREMENT OF ATTITUDES TOWARD SPEECH 113: "BEFORE AND AFTER"**

**Sue Cook Skorkowsky**

Many students appear to approach Speech 113 with feelings of hostility and fear. Some students are hostile because the course is required and/or they fail to see the relevance of it. Fear also is a frequently encountered emotion because Speech 113 is stereotyped as a performance, "get-up-and-speak" course and hence is sometimes viewed as an ego-threat.

### **PURPOSE OF STUDY**

The primary purpose of this study was to determine whether feelings of hostility and fear about Speech 113 were alleviated as a result of exposure to the course. A lateral purpose was to determine from which group attitudes and attitude changes were most pronounced. Student responses were classified on the basis of sex and matriculation classification. Hence, eight sub-groups were possible: male freshmen, male sophomores, male juniors, male seniors, female freshmen, female sophomores, female juniors, and female seniors.

It was hypothesized that attitudes would change favorably for Speech 113. It was not hypothesized from which of the above classifications the most marked changes would come.

### **PROCEDURE**

On the first and second days of class in the spring semester of 1972, 378 pre-course questionnaires (PRECQ) were administered. Of the eight instructors teaching Speech 113, seven responded to the request letter (see Appendix A) and administered the PRECQ (see Appendix B).

No attempt was made to control the teaching techniques of the individual instructors nor to account for the different content materials introduced into the course.

Because the Dean of Academic Instruction requested that all research reports be filed by May 1, 1972, it was not possible to wait until the end of the semester to administer the post-course questionnaires (POSTCQ). Instead, the POSTCQ (see Appendix C) were sent to the seven participating instructors on April 19, 1972. Two hundred fifty-five of these questionnaires were administered and tabulated.

Speech 113 instructors whose classes were measured for this study were Perry Hanan, Valgene Littlefield, Jim Malone, Jim Murphy, Bob Skorkowsky, Sue Skorkowsky, and Bill Wise.

### FINDINGS

Because the pre-course sample N was 378 and the post-course sample dropped by 123 to an N of 255, only increases in responses to items on the questionnaires were considered significant changes. Decreases in response to questions could, of course, be only the result of population mortality.

Males made more significant changes in terms of high enjoyment of the course than did females. Whereas only 21 percent of the males in the PRECQ thought that they would enjoy the course, 60 percent of the males in the POSTCQ indicated having experienced pleasure and enjoyment in the course. These same figures for females were an initial 30 percent with a shift to 57 percent on the POSTCQ. There was also a very slight and insignificant increase in dislike for the course. One percent of females responded in the PRECQ that they had anticipated dislike, and this figure rose to 5 percent on the POSTCQ.

A second finding was that although there may have been other aspects of the course which the students enjoyed, the percentage of both males and females who had indicated they were very fearful of speaking and unsure that they would/did overcome the fear, increased. Whereas only 11 percent and 18 percent of males and females respectively indicated on the PRECQ that they were "very fearful," these same figures rose to 37 percent and 38 percent on the POSTCQ. Also, there was an insignificant increase in positive course reaction: 8 percent on the PRECQ to 10 percent on the POSTCQ.

Third, the percentage of students finding "some application" of Speech 113 for their future plans increased as a result of exposure to the course. Thirty-eight percent of males and 44 percent of females responded to this item on PRECQ, whereas 48 percent of males and 51 percent of females marked this item on the POSTCQ. Since these are increases of 10 percent and 7 percent respectively, they do not appear large enough to merit special consideration, particularly when one considers that there were also slight increases in inability to see relevance of Speech 113.

Seniors expressing positive interest and enthusiasm for the course had an increase of 59 percent response. Freshman response increased 34 percent, sophomore response 31 percent, and junior response 41 percent. These figures correlate with perceived relevance of Speech 113. At the end of the semester, 7 percent fewer freshmen saw relevance, 21 percent more sophomores, 22 percent more juniors, and 33 percent more seniors.

### DISCUSSION

First, there appears to be some correlation between age and/or formal intellectual depth and ability to perceive relevance of Speech 113 for one's future plans. (This may be because the future plans of freshmen and sophomores are usually so vague and undefined that drawing relevant relationships between course offerings and "future plans" is impossible.) The ability to see relevance also correlates with one's ability to enjoy the speech course experience and to see it in a more positive light. The

finding that seniors show greatest percentage increases in enjoyment and relevance perception supports this observation.

Second, the student's encounter with the actual speaking experience appeared to be, in too many cases, a negative one; i.e., there was a large increase in the percentage of responses indicating fear experience and uncertainty as to whether or not it had been overcome. This might suggest to speech instructors that perhaps we have been too nondirective, or that the greater use of positive reinforcement techniques might enhance the student's self-perception of his role as public speaker.

Finally, a follow-up study should be conducted to determine whether these conclusions generalize to other semesters. If positive reinforcement techniques are deliberately introduced, this factor and structured attempts to measure it should be considered.

**Editor's note:** Following are research instruments used in collecting data for this study. Data collected was presented in numerous tables and graphs available for perusal in Mrs. Skorkowsky's office.

#### **APPENDIX A REQUEST LETTER**

January 13, 1972

TO: All Speech 113 Faculty

FROM: Sue Skorkowsky

RE: In-Service Research Project

As part of my "instructional improvement or research," I am attempting to measure attitudes toward Speech 113, both at the beginning of this spring semester and at its close. To this end, I need your cooperation. I would appreciate it if you would administer the attached questionnaire (No. 1) at your first meeting. Also, it would be necessary for you to administer questionnaire No. 2 (not attached, but identical to No. 1 except that it will be phrased in the past tense) at the last class meeting of Speech 113. This activity should assist us in determining whether or not the majority of students leave the 113 course with a more favorable impression than when they first enter it. It is very important that questionnaire No. 1 be given at the very first of the semester, before the students' impressions of 113 are modified.

If you are willing to cooperate in this project, please sign below, and estimate your total expected enrollment for Speech 113. I shall then send the appropriate number of questionnaires to you so that you may administer them to your classes.

If you have any further questions about this project, I would be happy to answer them for you personally. I appreciate your cooperation.

Thank you,

Sue Skorkowsky

-----  
I am willing to participate in the research project. I estimate that  
I will need \_\_\_\_\_ questionnaires.

----- (Signature)

**APPENDIX B**  
**PRE-COURSE QUESTIONNAIRE**

**Instructions:** This study represents an attempt to measure students' attitudes toward Speech 113. Please answer all questions on this form, and **do not** sign your name anywhere on this form. On questions No. 3, No. 4, and No. 5 select the **best** response. You may feel that none of the alternatives fully describe your feelings, but please select the one which **best** describes your feelings. Thank you for your cooperation.

1. Circle one: Freshman      Sophomore      Junior      Senior
2. Circle one: Male      Female
3. Mark the item which best describes your feelings about Speech 113:
  - a. I am looking forward to Speech 113 and am eager to get started.
  - b. I am taking the course only because it is required. I have **no** feelings about Speech 113.
  - c. I have some dislike for the course, but my attitude may change.
  - d. I am certain that I will dislike this course.
4. Mark the item which best describes your feelings about giving speeches in this class:
  - a. I have no fear of speaking in front of a class, and, in fact, look forward to it.
  - b. I have some fear of public speaking, but I think I will be able to overcome it.
  - c. I am very fearful of speaking in front of a group, and am doubtful that I will be able to overcome it.
  - d. I dread public speaking, and do not think that I will be able to go through with it.
5. How much application (or relevance) do you think Speech 113 will have for your intended profession or future plans? Check one:
  - a. a great deal of application
  - b. some application, but not a great deal
  - c. little application
  - d. absolutely no application



**APPENDIX C**  
**POST-COURSE QUESTIONNAIRE**

**Instructions:** This study represents an attempt to measure students' attitudes toward Speech 113. Please answer all questions on this form, and **do not** sign your name anywhere on this form. On questions No 3, No. 4, and No. 5 select the best response. You may feel that none of the alternatives fully describe your feelings, but please select the one which best describes your feelings. Thank you for your cooperation.

1. Circle one: Freshman      Sophomore      Junior      Senior
2. Circle one: Male              Female
3. Mark the item which best describes your feelings about Speech 113.
  - a. I am pleased that I enrolled in Speech 113. I enjoyed and profited from the course.
  - b. I took the course only because it was required. I still have no feelings about Speech 113.
  - c. I had some dislike for the course, and my attitude did not change.
  - d. I dislike this course more than I thought I would.
4. Mark the item which best describes your feelings about giving speeches in this class:
  - a. I had no fear of speaking in front of a class, and in fact, enjoyed it.
  - b. I had some fear of public speaking, but was able to overcome it.
  - c. I was very fearful of speaking in front of a group, and I am not sure that I have overcome this fear.
  - d. I dreaded public speaking, and was not able to go through with it.
5. How much application (or relevance) do you think Speech 113 had for your intended profession or future? Check one:
  - a. a great deal of application
  - b. some application
  - c. little application
  - d. absolutely no application

## **A FOLLOW-UP OF BLACK GRADUATES—1971**

**Lola D. Hudson**

### **INTRODUCTION**

The purpose of this study was two-fold. First, it was designed to ascertain just how the seventy-eight Black graduates in the Class of 1971 were fitting into the communities in which they found themselves after graduation. Second, since it was a generally known fact that Black students were in a unique position at Northeastern State College, it was hoped that counselors, instructors and, indeed, any administrator or faculty member who came in contact with Black students—in any capacity—would make use of this study.

Northeastern State College is committed to the task of providing experiences relevant to the needs of all of its students. Therefore, it must help them to acquire not only broad general knowledge and skills but also feelings of adequacy, which will help them to attain self-fulfillment and to become contributing members of society. Although this survey is an imperfect instrument, it should prove helpful in advising Black students toward this end at Northeastern.

### **RESPONSES TO QUESTIONNAIRE**

Seventy-eight Black students graduated from Northeastern State College in the spring and summer of 1971. Letters containing questionnaires were sent to the last known address of each graduate. Fourteen of these letters returned because of incorrect addresses. On further investigation of these fourteen returned, it was found that five were in the armed services and that three had married and left the state and their parents or guardians could not be reached because of insufficient addresses. Two were continuing work toward the master's degree at Northeastern State College. The correct address of the remaining four could not be obtained. Since sixty-four letters did not return, it was assumed that sixty-four graduates received the letter.

Of the sixty-four questionnaires circulated, forty-five were returned. All of the respondents answered the questionnaires, and some went so far as to add personal comments and even letters, which were very helpful to this study. The letter, the questionnaire, and individual responses have been included in this report.

### **SAMPLE OF COVER LETTER**

November 17,1971

Dear Northeastern Graduate:

All of my adult life I have worked with and have been interested in the welfare of Black students. While teaching at Manual Training I had the opportunity of seeing many Black girls and boys go out into the world and find their places successfully in society. Since a considerable number of Blacks graduate from Northeastern State College annually, I am equally interested in knowing just how they have fitted into the communities in which they have found themselves after graduation. I feel that it would be of value to me and to other teachers, counselors, and advisors of Black students to know of some of your problems, as well as your successes. It may help us to teach and to advise other Black students more effectively.

So I would like for you to take a few minutes and fill out the enclosed questionnaire. I would appreciate it very much if you would return this to me in the enclosed, self-addressed, stamped envelope as soon as possible.

Sincerely,

Mrs. Lola D. Hudson  
Instructor of English

LHD:tar:ams  
Enclosures (2)

### THE QUESTIONNAIRE

Name -----  
                    Last                    First                    Middle

Address -----  
                    Street or Box                    City                    State                    Zip Code

Date of Graduation from NSC -----

Major -----

Minor -----

Present Occupation: -----

If you are teaching, please fill in the following:

Kind of school -----

Size of school (enrollment) -----

If integrated, percent of Blacks -----

Did you find employment for which you were prepared? -----

Do you feel that your courses and experiences at Northeastern were adequate? -----

If the answer to the above question is "No," name some specific ways in which the inadequacies could have been met.

-----  
-----  
-----

If you were a freshman and just entering NSC, what would you do differently from what you did?

-----  
-----  
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What advice would you give to a younger brother/sister of yours if he/she were entering NSC for the first time?

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### ANALYSIS OF RETURNS

Analysis of the data collected through the questionnaire revealed a wide variety of college majors. In nearly every case respondents indicated that their college minor closely paralleled the same study area as the major. Table I summarizes the areas represented by the respondents.

TABLE I

Major	Frequency
Education	14
Business	8
Physical Education	4
Sociology	4
Mathematics	3
Psychology	3
Speech	3
Biology	2
Home Economics	2
Accounting	2
Chemistry	1
Social Science	1
Political Science	1
History	1
Journalism	1
Economics	1

One of the major purposes of this study was to determine whether Black graduates were successful in obtaining employment in an area for which their college major prepared them. Table II displays the variety of occupations reported and reports that the most frequent position secured by the Black graduates was in the field of teaching. Eight students found employment in some area of business management or office work. Two reported employment in the area of speech therapy. Several other areas of employment were mentioned by only one graduate. Two were unemployed.

**TABLE II**

Occupation	Frequency of Mention
Teacher	24
Office Worker	3
Speech Therapist	2
Accounting and Billing Clerk	2
Unemployed	2
Analytical Chemist	1
Computer Programmer	1
Management Trainee	1
Internal Revenue Agent	1
Human Relations Director	1
Correspondent	1
Salesman	1
Nurses Aid	1
Transit Operator in Bank	1
Retail Marketer	1
Maintenance Engineer	1
Loader at Corning Glass Company	1

It is anticipated that students prepared for employment as teachers would be successful in locating jobs. To determine the type of job, the questionnaire gave opportunity for the respondent to indicate the type and size of school in which he was employed and to indicate whether the school was integrated with Blacks. Table III reports the information concerning this point.

**TABLE III**

Kind of School	Approx. Enrollment of School	If Integrated, Approx. % of Blacks
Public Elementary	500	1 Black girl
Junior High School	800	35%
Elementary School	505	Between 75 and 100
Junior High School	1,000	25%
Elementary	280	10%
College	6,000	Not reported
Elementary School	970	6 Black teachers
Title I (poverty school)	1,000	94%
Elementary and High School	Not sure	35%
Junior High School	1,300	25%
Secondary School	2,300	23%
Junior High School	1,279	46%
Elementary School	350	10%
Elementary and Junior High total of 5 schools		25%
Junior High School	800	23%
Junior High School	558	55%
High School	1,600	25%
Junior High School	452	10%
Elementary School	700	None
Elementary School	Not reported	Not reported
High School	900	20%
Elementary School	305	25%
Not reported	850	80%
Not reported (substitute teacher)	Not reported	Not reported

Thirty-six of the respondents indicated that they were successful in finding employment in the field for which they were prepared. Eleven reported that they were unable to find appropriate employment. About two-thirds of the students, or thirty-six of the respondents, felt that their courses and experiences at Northeastern State College were adequate. In many cases, and especially by those who felt their experiences were not adequate, they offered explanatory remarks. A sampling of typical comments follow:

### SAMPLE OF COMMENTS

1. I feel that some of my courses could have been substituted for more important courses, but I took the ones I felt to be less relevant because they were required.
2. There could have been more classroom participation than just straight lecturing in my classes.
3. NSC was very weak in the graduate science program—but adequate in education courses.
4. In psychology we didn't "really" cover subjects such as the disruptive child, drug addiction, guidance and counseling, the culturally and academically deprived child, gangs, the violent and autistic child.
5. I needed job counseling in order to find a job but the NSC counseling service was unable to help me.
6. NSC's journalism program prepares one for newspaper writing or teaching but fails to cover the advertisement side of the newspaper field which I feel could be an improvement in the department.
7. I was assured that the new PA building would house a much needed data processing and key punch center, but even after the completion of this building no unit of this kind could be found there.
8. Methods courses in typewriting should have taught more of the basics, such as how to change a typewriter ribbon, etc.
9. More courses should have been offered to help the student find work similar to what they have spent four years being trained for and subsequently cannot find that position.
10. More intensive study and clarification as to the reason why certain processes are followed relating the college course training to the outside world.
11. The inadequacies could be met by giving the students more incentive to apply themselves.
12. First, let me say that Northeastern is a great school. As far as preparing me with information about average students and students that want to learn, I would rate Northeastern very high. The type of situation in which I am teaching is unbelievable. The students do not want to learn. All these students know is arguing and fighting. I don't feel that I was adequately prepared at NSC to face this situation, nor was I given an insight into the problems of



the schools of St. Louis. But with the background that Northeastern gave me, and that knowledge I have of Black people, I am able to cope with a majority of the problems. I love teaching and every day that I go to school and see these students, I have learned to appreciate teaching more than just material from books. I try to relate to the student's "life." I try to impress upon them the need for "togetherness." Our people need help and I'm going to do my best to give it to them. So my main suggestion is to help the Interns at NSC with a wide variety of teaching situations. "Jesus saves Blacks also."

13. None of my major instructors nor advisors mentioned the Merit System and its value.
14. None of my major instructors mentioned the value of the degree.
15. NSC needs more courses in computer related fields.
16. I feel certain restrictions should be placed on college freshmen.
17. NSC needs more courses in Child Psychology, more specific courses and available methods in teaching deaf children, cleft-palate cases, and more information in dealing with retardates.
18. Instructors need to get away from traditional ways of teaching. Get rid of some of the prejudiced teachers or have a "massive" in-service training of teachers on the awareness of minority groups.
19. Although the field of courses I pursued was adequate, the counseling of students I found to be extremely inadequate.

According to the above responses, there is opportunity for much improvement by counselors, advisors, and instructors. A number of graduates felt that counselors, advisors, and instructors could have helped them considerably by at least mentioning essentials, other than knowledge from books, which go along with their majors and are also very helpful in their future careers.

They also felt that teachers should keep up-to-date in their profession and get out of "ruts."

Some thought that some new courses should be added to upgrade certain majors and minors.

Others thought that planned, "in-service" training might help teachers to become sensitive to the needs of minority students.

#### WHAT STUDENTS WOULD DO DIFFERENTLY

Each participant in this study was given the opportunity to indicate some of the things he would do differently if he had an opportunity to repeat his experiences. The following comments were received.

### STUDENT COMMENTS

1. I would probably get into the education program. I have found since I have graduated from NSC that a B.A. degree in sociology and psychology isn't worth much. A master's degree is almost required.
2. Enroll in Black Studies. If possible, work with more cases dealing with Black children.
3. Study harder! Really apply myself!
4. Nothing. I was lucky, had good advisors, very good teachers who didn't "give" grades, and up-to-date books, etc., and all things necessary for a good education in my field.
5. I did not attend NSC on the undergraduate level.
6. Study more.
7. Work harder on my major. Work harder in trying to find out about children with learning problems.
8. Study harder. Join more clubs and organizations.
9. I would find out in advance all the necessary information, such as the requirements for a double major and/or a minor.
10. I would not major in business administration. Since graduation, I have found that jobs in this area are hard for women to start out in.
11. I would determine before enrollment exactly what my career objectives are, so I can start as early as my freshman year working toward these objectives.
12. I would have changed my major to business and accounting and then leave Oklahoma.
13. I would have added business education to my degree because usually a person can find better jobs there. Also, I wished that NSC would have had certain persons to show persons just entering college what type of fields are best for them, because when I first started I really didn't know what to take.
14. I would probably take some education courses; however, the job that I have now was gained not by my undergraduate majors but because of a combination of experience and education.
15. Budget my time better. Less time spent in the College Union and more time spent in the library. I wish I had read more books written by Black authors.
16. Declare a double minor.

17. First of all, I would try to meet as many of my brothers and sisters as possible. Then I would get actively involved in as much as possible.
18. I would study harder, choose a different major and take courses in something different from my major in order to be able to work in two or three different fields.
19. Set my goals high and work more conscientiously toward my goals. If I had applied myself more, right now I would not have as much to get used to as I do.
20. Study hard, don't get into trouble, and do the best you can do, for that is all you can do. Be a winner and not a failure.
21. I would declare a major my first semester and get expert advice from an advisor in that particular field. I would not take courses over to "refresh" my memory.
22. Yes. I would consult advisors as to what would be the best courses to take, and not depend on the handbook completely.
23. I would stay in school, get all the experience, knowledge or understanding I could about education and life in general.
24. Study harder and would pick my classes more carefully.
25. I would do nothing differently than before.
26. I would study consistently—no cramming—apply myself. I made B's but never applied myself.
27. Study harder.
28. I would visit as many schools as I possibly could in my four years at Northeastern.
29. I would go into another field because the one I chose has too many people for the jobs.
30. Take some courses in education.
31. Work harder outside classes and decide whether to concentrate on theory or practical subject matter.
32. Take more accounting courses.
33. I would enroll in more courses in public speaking and educational psychology.

Students were asked to indicate any advice they would give a younger brother or sister preparing to enter Northeastern State

College for the first time. Many responses from students revealed that a significant number of the graduates did not possess sufficient information about their major field. Consequently, when they went out into the world to apply for an appointment, they found that although they had the degree, something was lacking. Others concluded that Northeastern State College did not prepare students for a wide range of careers. They believed that some of the other schools do give adequate preparation and certification in a variety of fields. Nearly every respondent advised very careful consideration before selecting a major and minor for a future career. Specific comments received include the following:

#### COMMENTS

1. Get involved and don't down your brothers and sisters. Remember, you are Black first and a student second.
2. Get good advice and plan well. Don't be afraid to relate to others. Select an instructor that is out to help you rather than one indifferent to your needs.
3. Budget your time, because you are on your own. Find out about individual instructors before going into their classes. Arrange your class schedule so you will not have too heavy a load. Have fun as well as study. Read. Read. Read.
4. I could not justly advise a younger person because my attendance was limited to graduate school.
5. Forget about the peer group pressures to conform; study hard; take a variety of subjects; participate in all phases of school life; supplement Blackness with educational and intellectual awareness, and be conscious of being more than just Black. Men who do not profit from past mistakes are destined to repeat them.
6. Talk with advisors about courses designed to help you succeed in the business world.
7. Personnel people think a woman should have secretarial skills. Do not go into education unless you plan to teach in a small Oklahoma town or plan to leave the state, since the recent closing of segregated schools has somewhat limited the chances of a Black getting a desired position. Get to "know the right people" rather than go to employment agencies to obtain a position.
8. Investigate many areas of interest before spending years of study in an area that may not be satisfactory or rewarding in later years.

- 9 I would probably advise my brothers and any friends that I have, not to attend Northeastern unless they had plans for teaching. I would recommend going to a technical school because I feel that four years of general education will prove to be a waste in coming years for those persons not going into the professions. Do not choose a major until you have looked into all courses involved. There is no reason to attend any four-year college if there is no job available upon, or soon after, graduation. Over all, I feel that NSC is a good college. However, I would not have attended any four-year college if I had known that my own home town would not have anything to offer me at the time of my graduation.
10. Don't let the hard instructors "get you down." I say this because one evening when I was out there, a girl committed suicide. It may have been because she was too worried. I would also recommend that she try to do her best.
11. I would tell my sister to settle her mind and study hard from the beginning.
12. Set your mind on what you want to do. Study hard and try to learn everything there is to learn. Start out the way you plan on ending up.
13. Prepare for an education in the business world.
14. Study hard, beware of his environment, which is essentially watching his company; and last but not least, keep in mind that your sole purpose for attending an educational institution is to learn as much as possible. I might also tell them to "Keep the Faith."
15. Find the right instructors, ones that can really teach on a reasonable level.
16. Study hard.
17. Don't become too involved in student activities until you've learned the system. Make good grades, acquire good study habits and get to know your counselors and teachers as individuals, not as people paid to do a job. Get a job and work. Get an outside job too, so that when you have finished, you will know what it means to work and also can better appreciate your degree.
18. Follow the rules, study hard, be very particular about the company you keep, and allot time to certain things wisely.

19. Ask for Divine Guidance and apply yourself diligently.
20. Choose a field that he feels he would enjoy. Plan to attend graduate school if possible.
21. I would advise a younger brother or sister to first of all examine his wants and needs and then to set his individual goals accordingly.
22. I would tell them to study hard and choose a field in which they can be reasonably assured of a job and one that has a good salary range.
23. Work hard, for when you're where I am, no one gives you a helping hand. They get you down and keep you there unless you have the guts to overcome them. I also want to wish them lots of luck.
24. With no undue disrespect, I wouldn't advise any relative to attend NSC, but one of the larger universities.
25. To work hard in the first year to build their grade point up.
26. Take as many hours as possible. The courses are not very difficult but adequate.
27. I would encourage them to get all the knowledge while they can for it will certainly benefit them in later years in teaching experience or in whatever profession they have chosen.
28. Consult with your advisor frequently about classes and instructors; they have a problem.

### CONCLUSIONS

Black graduates of Northeastern State College (1971) expressed appreciation for the continued interest in their future as shown by this study.

Northeastern State College seems to be serving the needs of the Black students fairly well, but many of them could have benefited by more adequate counseling on future careers and job opportunities.

Although the study was not extensive, a close look at the responses can be a valuable aid in the counseling and advising so necessary for Black students.

There is a definite need for further research in this area.

### RECOMMENDATIONS

The following recommendations seem justified as a result of this study:

1. Further research should be made next year (of the same class) to see just what progress they have made and how they are adjusting in the "outside" world. After all, this questionnaire was sent only six months after their graduation.
2. This questionnaire should be expanded to cover a larger area of information.
3. A study of the 1972 graduates should be started.
4. Closer attention to advising students about course selections for majors and minors should be given.
5. More adequate counseling on future careers and chances for employment should be given.

## MOONLIGHTING BY OKLAHOMA SCHOOL TEACHERS: A PRELIMINARY REPORT

Clifford E. Wheeler and Joseph E. Grozier

This paper provides a summary report of preliminary findings of a survey of multiple job-holding by Oklahoma school teachers. The survey was undertaken in order to generate information and testable hypothesis concerning the extent, characteristics, and effects of such multiple job-holding among public school teachers and was financed by a research grant from the Northeastern State College Office of Research and Development.

### THE PHENOMENON OF MOONLIGHTING

The major statistical information available on moonlighting is collected by the Bureau of Labor Statistics. **Special Labor Force Report No. 83**, published by the Bureau of Labor Statistics, indicates that multiple job holders make up approximately 5 percent of all employed workers. Among moonlighters, 75 percent are married men, 90 percent are white, and approximately one-half of all moonlighters are in the 25-44 age group<sup>1</sup>. Certain occupational categories exhibit a disproportionately high rate of moonlighting. The highest rates tend to be among workers in public administration such as postal workers, firemen, policemen and school teachers. Male teachers below the college level have exhibited the highest rate of moonlighting; in May, 1965, one out of five such male teachers was holding a second job. This was approximately four times the national average and well above the next highest classification, that of protective service workers, some 15 percent of whom held second jobs.

This marked trend toward moonlighting is counter to predictions of a shorter work week and increased leisure as a consequence of increased utilization of automation and control systems. Hence the motivation of moonlighting employees is of interest as contributory to an explanation of the observed counter trend, and other social and economic characteristics of multiple job holders are of interest for policy purposes. There is, in addition, considerable interest in the effects of such moonlighting upon the economic condition, social relationships, and performance of primary employment functions.

The motivations of individuals working long hours differ considerably among individuals, as might be expected, but Peter Henle has shown that three general classifications can be identified

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<sup>1</sup>Mary S. Bedell (ed.), **Monthly Labor Review**, United States Department of Labor, LXXXIII, 10 (Bethesda, Md.: Bureau of Labor Statistics, 1960), pp. 1047-1049.



which describe a large proportion of such individuals. Henle's classifications are as follows:

1. Those who genuinely enjoy their work and, therefore, want to work long hours. (Professional and technical employees.)
2. Those who hold responsible positions and are either required or expected to work long hours. (Managerial employees.)
3. Those who work long hours because they need the additional income.<sup>2</sup>

The pattern of moonlighting is such that the first motivation listed is virtually ruled out, since only a small fraction of moonlighters, especially moonlighting teachers, are employed in the same role as is assigned them by their primary employment. Similarly, managerial employees are well below the national average in the rate of moonlighting; hence the motivation of job responsibility would appear to be relatively unimportant as an explanation for moonlighting as a general phenomenon. The need for additional income is, however, a plausible motivation for moonlighting, and one investigator has concluded that this is the crucial determinant in the decision to moonlight.<sup>3</sup> This conclusion proceeds, in part, from the fact that additional costs, effort, and problems of adjustment to a new work setting are such as to indicate financial need on the part of those who overcome these barriers and secure secondary employment. Even though the financial rewards of teaching are customarily assigned a relatively lower precedence as compared with the intangible benefits of the teaching profession, financial need may well be the crucial determinant in the decision to moonlight among that occupational category, particularly in areas where salary scales are relatively low. This view of the motivation of moonlighters has been most thoroughly examined by Harold Wilensky, who describes the moonlighter as having

... modest aspirations for money, goods, and occupational status, an unhappy imbalance between family needs and family resources, and the chance to alleviate the problem by filling in with an extra job.<sup>4</sup>

The principal alternative to the "Relative Deprivation" hypothesis centers upon the personality profile and the physical capacity for

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<sup>2</sup>Peter Henle, "Leisure and the Long Workweek," *Monthly Labor Review*, July, 1966, pp. 721-727.

<sup>3</sup>Richard Perlman, "Observations on Overtime and Moonlighting," *Southern Economic Journal*, October, 1966, pp. 237-244.

<sup>4</sup>Harold Wilensky, "The Moonlighter: A Product of Relative Deprivation," *Industrial Relations* (Berkeley: University of California, October, 1963), pp. 105-121.

activity of the moonlighter, i.e., hypothesizes that the principal motivation is psychological necessity rather than economic.<sup>5</sup> An unpublished study of blue-collar moonlighters in Kansas lends some empirical evidence in support of this latter view. Findings of the study by Glenn W. Miller indicate that nearly 60 percent of those engaged in moonlighting earned between \$6,000 and \$10,000 annually, well above the average blue-collar income for the region. On the basis of this and other findings, Miller concludes that the moonlighter in South Central Kansas "represents an example of the protestant ethic, possesses a tendency to respect work and down-grades the desirability of leisure."<sup>6</sup>

In summary, the present state of knowledge is not definitive with respect to the motivations for and effects of moonlighting employment either for multi job holders generally or for more narrowly defined sub-classes of moonlighters. The following are preliminary findings relative to these questions produced by a survey of public school teachers in Oklahoma.

#### SURVEY PROCEDURES AND RESPONSE

A survey instrument designed to elicit information concerning the characteristics and motivations of the moonlighting school teachers and the effects of such moonlighting upon the teacher's economic conditions, his performance and progress in his primary job, his civic, cultural and family activities, absenteeism, and other variates was developed and pre-tested using public school teachers enrolled in selected courses at Northeastern State College. On the basis of pre-test results, the instrument was modified to eliminate certain ambiguous and irrelevant items and was accepted for the purpose of the survey.

The modified survey instrument was mailed on February 11, 1972, to principals of schools selected for inclusion in the survey together with a letter to each principal requesting that he endorse the project and assign the task of administration of the survey to a faculty member. A copy of the survey instrument as modified is appended.

Selection of schools for inclusion in the survey was from the listing of Oklahoma schools contained in the 1970-71 **Oklahoma Educational Directory** which contains the names of all cities and villages employing as many as three teachers in that school year.<sup>7</sup>

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<sup>5</sup>Paul E. Mott, "Hours of Work and Moonlighting," **Hours of Work** (New York: Harper and Row, 1965), pp.76-94. Also, article by Dr. Alexander Martin, **New York Times**, Nov. 8, 1965.

<sup>6</sup>Glenn W. Miller, "The Extent, Characteristics and Effects of Multi-job-holding in South Central Kansas," delivered before the 13th Annual Conference of the Rocky Mountain Social Science Association, Fort Collins, Colorado, May 7-8, 1971.

<sup>7</sup>Scott Tuxhorn (issuer), **Oklahoma Educational Directory: 1970-71**, Bulletin No. 109-T (Oklahoma City: State Supt. Office, 1970).

The procedure utilized selected one secondary school (junior or senior high school) from 75 of the 77 Oklahoma counties and one elementary school from alternate counties listed alphabetically in the directory. From each of the metropolitan areas of Oklahoma and Tulsa counties, eight schools were selected for inclusion in the survey. Within each county, the schools to be surveyed were randomly selected. The number of schools included in the survey totalled 127, and approximately 2,500 survey questionnaires were circulated, an average of approximately twenty questionnaires per school surveyed.

Forty-nine responses were received from the 127 school addresses, a 38 percent return. The forty-nine responding schools employed a total of 1,098 teachers, from whom 547 completed survey questionnaires were received. These returns amount to just under 20 percent response overall, which is a reasonably favorable response for a mail survey of this type. The factors influencing the nature of the response are unknown in their specifics, but the possibility of bias is evident; hence simple parametric statistical analysis of survey data must be interpreted with caution.

#### **Preliminary Survey Results**

One striking result of the survey of Oklahoma school teachers was the proportion reporting moonlighting employment. Of the 547 responding teachers, 163 cases of moonlighting were reported, a ratio of almost 30 percent, which is 50 percent greater than the highest ratio for any occupational classification nationally. The ratio is even more striking when only male respondents are considered: of a total of 225 male teachers responding to the survey, 112, almost 50 percent, reported moonlighting employment. This represents a ratio two and one-half times as great as the national average for the same classification. In the case of women teachers, 2.4 percent are reported to hold second jobs nationally, while the Oklahoma survey found 51 out of 322 reporting women teachers were moonlighters—just over 15 percent of those responding to the survey questionnaire. As compared with the national average, the rate of Oklahoma women teachers differs even more than does the rate for Oklahoma men teachers.

This result raises at least two possibilities. One obvious possibility is that of bias in the response to the survey. It may well be that some non-moonlighting teachers, finding the survey instrument directed toward the question of moonlighting chose simply to discard the questionnaire as being irrelevant to their individual case. However, Miller found moonlighting ratios in Kansas to be significantly higher than the national average as well and found further that rural and small town employees tended to moonlight relatively more than urban employees. Thus, there is some evidence to support a hypothesis that the moonlighting ratios among Oklahoma school teachers may indeed be substantially higher than the national average.

The survey instrument contained two questions designed to determine motivation of moonlighters. One question concerned the utilization of income earned by secondary employment. Another

asked whether the moonlighter would, if given an increase in salary equal to the moonlighting earnings, continue with his second job.

Approximately 63 percent of all moonlighting teachers reported that income earned from their secondary employment was used to meet what they considered normal living expenses. Some 16 percent of the moonlighting respondents reported such earnings were used as a source of savings, while 5 percent reported utilizing moonlighting earnings specifically to defray medical expenses. The remainder, approximately 16 percent of the respondents, reported using such earnings to support a hobby, to create a retirement fund, to pay child support, and for a variety of other such purposes.

Response to the question of continuance of secondary employment given the hypothetical increase in teaching salary was 24 percent "yes," 32 percent "probably," and 44 percent "no." There is some evidence that the respondents replying affirmatively to this question may be concentrated among moonlighters who are self-employed or have some equity in their employment. If so, it appears that the question of motivation is rather too complex to permit a simple generalization applicable to all moonlighting teachers. While there is some evidence to support the relative deprivation hypothesis in the 44 percent negative response to this question, further analysis will be necessary to determine the importance of pure financial need as an incentive to moonlighting by Oklahoma school teachers.

Concerning the question of effects of moonlighting upon the teacher's performance and personal and social activities, the responses were somewhat surprising. It had been anticipated that moonlighting teachers would report no adverse effects upon their teaching performance, absenteeism, or promotion prospects, while non-moonlighting teachers would tend to disagree with this evaluation. Yet, both classes were generally in agreement concerning the absence of any such adverse effects. Indeed, many respondents felt that teaching performance was enhanced by moonlighting experience. On the other hand, there is also agreement between both classes of respondents concerning the existence of adverse effects of moonlighting upon the family relationships and participation in social, civic, and political activities of the moonlighting teacher.

#### **Tentative Conclusions**

This survey suggests the possibility that secondary employment among Oklahoma school teachers may be substantially higher than the national average. Financial need appears to play a significant role in the decision to moonlight, though other explanations exist for sub-classes of moonlighting teachers, particularly the self-employed moonlighter. Teacher evaluation of effects of moonlighting indicate no adverse effects upon teaching performance but definite adverse effects upon social and family activities. These preliminary findings indicate that more detailed analysis of the practice of multi job holding among public school teachers, its extent, motivation, and implications for public policy is warranted.

## TEACHER MOONLIGHTING QUESTIONNAIRE

### PERSONAL INFORMATION

Age: \_\_ years      Sex: Male\_\_\_\_Female\_\_\_\_      Marital Status\_\_\_\_

If married, is spouse employed?    Yes\_\_\_\_No\_\_\_\_

    If yes, in education:    Yes\_\_\_\_No\_\_\_\_

Number of children and other dependents living at home:\_\_\_\_\_

### EMPLOYMENT INFORMATION

Present position (grade or subject)\_\_\_\_\_

Number of years teaching experience\_\_\_\_\_

Years at present job\_\_\_\_\_      Highest degree held\_\_\_\_\_

Approximate annual teaching salary (optional) \_\_\_\_\_

Occupation or activity last Summer:    Employed teaching \_\_\_\_\_

    Have other regular non-teaching employment\_\_\_\_Attend College\_\_\_\_

    Seek other summer employment\_\_\_\_Vacation\_\_\_\_\_

### EVALUATION OF EFFECTS OF SECONDARY EMPLOYMENT

When teachers moonlight how      Beneficially    Not at all    Adversely  
do you think it affects  
(check one):

Teaching performance      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Absenteeism      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Promotions (to counselor, etc.)      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Attendance at extra-curricular      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
school activities

Participation in:      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

    Social activities      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

    Civic, service or political      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
    activity

    Hobbies      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Family relationships      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

### SECONDARY EMPLOYMENT INFORMATION

Do you earn an income from a second job, self-employment, farming,  
or otherwise during the school year?    Yes\_\_\_\_No\_\_\_\_    If yes,  
continue. If no, stop.

Type(s) of work or employment\_\_\_\_\_

Secondary employment is: Regular\_\_\_\_Intermittent\_\_\_\_Seasonal\_\_\_\_

Approximate number of hours worked weekly at secondary em-  
ployment\_\_\_\_\_

Approximate annual earnings from secondary employment \_\_\_\_\_

Earnings from secondary employment are used primarily to:

    \_\_\_\_\_meet normal living expense;      Provide a source of

    savings\_\_\_\_\_meet unexpected expenses or losses such as:

        loss of home (fire, etc.)\_\_\_\_\_car wreck\_\_\_\_\_medical\_\_\_\_\_

        other (specify)\_\_\_\_\_

Should your teaching salary be increased by the amount of your  
earnings from secondary employment, would you continue moon-  
lighting?    Yes\_\_\_\_No\_\_\_\_Probably\_\_\_\_

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**A SURVEY OF THE FACTORS  
INFLUENCING STUDENTS' CHOICE OF ATTENDING  
NORTHEASTERN STATE COLLEGE**

**Guy Friend**

This survey was conducted in order to help determine if possible, from the students' viewpoint, the main factors that caused them to choose Northeastern State College to continue their educational preparation.

The data for this survey was gathered by using a fifteen factor chart which was administered to the freshman class of the fall semester of 1971, through their orientation classes. Six hundred and ninety-five students responded to this survey.

Each student in each orientation class was given the survey instrument and was asked to study the chart carefully then to rank each item in order of its importance to them, number one being of most importance through fifteen being of least importance or of no importance in helping to determine their choice of a college.

The results of this study have been reported in chart form showing the twelve classifications of the survey and listing in percentages the students' first choice through their fourteenth choice in order of importance. The fourteenth choice was reported because of the lack of responses to the fifteenth choice.

FACTORS INFLUENCING STUDENTS' CHOICE OF ATTENDING  
NORTHEASTERN STATE COLLEGE

NUMBER OF STUDENTS IN THE TWELVE CLASSIFICATIONS  
OF THE SURVEY

Ethnic Group	MALE		FEMALE		FEMALE		TOTAL		TOTAL
	RESIDENT	COMMUTER	MALE	RESIDENT	COMMUTER	MALE	MALE	FEMALE	
NEGRO	10	2		24	1		12	25	37
INDIAN	21	7		31	7		28	38	66
CAUCASIANS	208	124		188	72		332	260	592
TOTALS	239	133		243	80		372	323	695



### TOTAL RESULTS OF SURVEY

#### 695 RESPONDING

The results of the total survey indicated the following rank order of factors by students who ranked them as the number one reason for choosing Northeastern State College.

#### RANK ORDER 1 - 15 of 1st CHOICE

##### Number One Reason for Choosing NSC

Rank	No.	Numbers Responding	Percent of Total Responding	Factor
1		184	25.76	Convenience of college to you
2		94	13.16	Advice of parents and family
3		60	8.40	Advice of peers or other students
4		57	7.98	Other (if marked please write in factor)
5		53	7.42	Availability of financial aids at Northeastern State College
6		43	6.02	Academic scholarships
7		41	5.74	Low cost tuition
8		34	4.76	Campus visit
9		30	4.20	Special programs of college
10		18	2.52	Desirable social climate and activities
11		18	2.52	Information from high school counselor
12		18	2.52	Information from high school teachers
13		17	2.38	High scholastic standards of college
14		17	2.38	Superior college faculty and curriculum
15		8	1.12	Recruitment efforts of college through high school career days and visits to your h.s. by college faculty members

Since the total number of students responding to the fifteenth choice (that is, ranking this item as of least importance to them) was negligible, this writer will give the rank order of the fourteenth choice. These factors were of least importance in helping the student to choose Northeastern State College.

**RANK ORDER 1 - 15 of 14th. CHOICE**  
**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers Responding	Percent of Total Responding	Factors
1	141	19.74	Academic Scholarships
2	104	14.56	Recruitment efforts of college through h.s. career days and visits to your h.s. by college faculty members
3	51	7.14	Availability of financial aids at Northeastern State College
4	51	7.14	Superior college faculty and curriculum
5	35	4.90	Information from high school counselor
6	33	4.62	Special programs of college
7	28	3.92	Information from high school teachers
8	26	3.64	Desirable social climate and activities
9	25	3.50	Low cost tuition
10	21	2.94	High scholastic standards of college
11	20	2.80	Campus visit
12	19	2.66	Advice of peers or other students
13	15	2.10	Other (if marked, please write in factor)
14	12	1.68	Advice of parents and family
15	12	1.68	Convenience of college to you

**NEGRO - MALE - RESIDENT**  
**10 of 239 MALE RESIDENTS**

**RANK ORDER 1 - 15 of 1st CHOICE**  
**Number One Reason for Choosing NSC**

Rank No.	Numbers Responding	Percent of Male Residents	Factor
1	(3)	1.2	Availability of financial aids at NSC
2	(2)	.8	Campus visit
3	(2)	.8	Convenience of college to you
4	(1)	.4	Advice of parents and family
5	(1)	.4	Other

**RANK ORDER 1 - 15 of 14th CHOICE**  
**14th Reason (least importance) for Choosing NSC**

Rank	No.	Numbers Responding	Percent of Male Residents	Factor
1		(3)	1.2	Academic scholarships
2		(2)	.8	Special programs of college
3		(1)	.4	Information from high school counselor
4		(1)	.4	Recruitment efforts of college
5		(1)	.4	Other

**NEGRO - MALE - COMMUTER**  
**2 of 133 MALE COMMUTERS**

**RANK ORDER 1 - 15 of 1st CHOICE**  
**Number One Reason for Choosing NSC**

Rank	No.	Numbers Responding	Percent of Male Commuters	FACTOR
1		(1)	.75	Advice of parents and family
2		(1)	.75	Campus visit

**RANK ORDER 1 - 15 of 14th CHOICE**  
**14th Reason (least importance) for Choosing NSC**

1		(1)	.75	Campus visit
2		(1)	.75	Superior college faculty and curriculum

**NEGRO - FEMALE - RESIDENT**  
**24 of 243 Female Residents**

**RANK ORDER 1 - 15 of 1st CHOICE**  
**Number One Reason for Choosing NSC**

Rank	No.	Numbers Responding	Percent of Female Residents	Factor
1		(9)	3.69	Availability of financial aids at NSC
2		(6)	2.46	Advice of parents and family
3		(2)	.82	Campus visit
4		(1)	.41	Convenience of college to you
5		(1)	.41	High scholastic standards of college
6		(1)	.41	Information from high school teachers
7		(1)	.41	Special programs of college
8		(1)	.41	Superior college faculty and curriculum
9		(1)	.41	Other

**NEGRO - FEMALE - RESIDENT**

**24 of 243 Female Residents**

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers	Percent of	Factor
	Responding Female Resident		
1	(8)	3.28	Academic scholarships
2	(3)	1.23	Recruitment
3	(2)	.82	Desirable social climate and activities
4	(2)	.82	Low cost tuition
5	(2)	.82	Superior college faculty and curriculum
6	(1)	.41	Availability of financial aids at NSC
7	(1)	.41	Campus visit
8	(1)	.41	High scholastic standards of college
9	(1)	.41	Information from high school counselor
10	(1)	.41	Special programs of college

**NEGRO - FEMALE - COMMUTER**

**1 of 80 Female Commuters**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers	Percent of	Factor
	Responding Female Commuters		
1	(1)	1.2	Convenience of college to you

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

1	(1)	1.2	Academic scholarships
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**INDIAN - MALE - RESIDENT**

**21 of 239 Male Residents**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers Responding	Percent of Male Residents	Factor
1	(6)	2.46	Convenience of college to you
2	(3)	1.23	Advice of parents and family
3	(2)	.82	Advice of peers or other students
4	(2)	.82	Campus visit
5	(1)	.41	Academic scholarship
6	(1)	.41	Availability of financial aids at NSC
7	(1)	.41	High scholastic standards of college
8	(1)	.41	Information from high school counselor
9	(1)	.41	Low cost tuition
10	(1)	.41	Special program of college
11	(1)	.41	Superior college faculty and curriculum
12	(1)	.41	Other

**INDIAN - MALE - RESIDENT**

**21 of 239 Male Residents**

**RANK ORDER OF 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

1	(5)	2.05	Superior college faculty and curriculum
2	(4)	1.64	Academic scholarship
3	(2)	.82	Information from high school counselor
4	(2)	.82	Recruitment efforts of college
5	(1)	.41	Availability of financial aids at NSC
6	(1)	.41	Campus visit
7	(1)	.41	High scholastic standards of college
8	(1)	.41	Information from high school teachers
9	(1)	.41	Low cost tuition

**INDIAN - FEMALE - RESIDENT**

**31 of 243 Female Residents**

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers	Percent of Responding Female Residents	Factor
1	(4)	1.64	Academic scholarship
2	(3)	1.23	Low cost tuition
3	(3)	1.23	Recruitment efforts of college
4	(2)	.82	Campus visit
5	(2)	.82	Convenience of college to you
6	(2)	.82	Desirable social climate and activities
7	(2)	.82	High scholastic standards of college
8	(2)	.82	Special programs of college
9	(2)	.82	Superior college faculty and curriculum
10	(1)	.41	Advice of peers or other students
11	(1)	.41	Availability of financial aids at NSC
12	(1)	.41	Information from high school teachers

**INDIAN - FEMALE - COMMUTER**

**7 of 80 FEMALE COMMUTERS**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers	Percent of Responding Female Commuters	Factor
1	(5)	6.02	Convenience of college to you
2	(1)	1.02	Low cost tuition
3	(1)	1.02	Special programs of college

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

1	(2)	2.05	Recruitment efforts of college
2	(1)	1.02	Academic scholarships
3	(1)	1.02	Availability of financial aids at NSC
4	(1)	1.02	Low cost tuition

**CAUCASIAN - MALE - RESIDENT**

**208 of 239 MALE RESIDENTS**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers Responding	Percent of Male Residents	Factor
1	(48)	19.68	Convenience of college to you
2	(27)	11.07	Advice of peers or other students
3	(26)	10.66	Advice of parents and family
4	(21)	8.61	Other
5	(17)	6.97	Academic scholarships
6	(14)	5.74	Low cost tuition
7	(13)	5.33	Availability of financial aids at NSC
8	(11)	4.51	Campus visit
9	( 9)	3.69	Special programs of college
10	( 7)	2.87	Information from high school counselors
11	( 6)	2.46	Desirable social climate and activities
12	( 4)	1.64	Superior college faculty and curriculum
13	( 3)	1.23	High scholastic standards of college
14	( 1)	.41	Information from high school teachers
15	( 1)	.41	Recruitment efforts of college

**CAUCASIAN - MALE - RESIDENT**

**208 of 239 MALE RESIDENTS**

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers Responding Male Residents	Percent of	Factor
1	(43)	17.63	Recruitment efforts of college
2	(40)	16.40	Academic scholarships
3	(15)	6.15	Information from high school counselors
4	(13)	5.33	Superior college faculty and curriculum
5	(11)	4.51	Availability of financial aids at NSC
6	( 8)	3.28	Desirable social climate and activities
7	( 8)	3.28	Low cost tuition
8	( 8)	3.28	Special programs of college
9	( 7)	2.87	Information from high school teachers
10	( 6)	2.46	Other
11	( 5)	2.05	High scholastic standards of college
12	( 4)	1.64	Advice of parents and family
13	( 4)	1.63	Advice of peers or other students
14	( 3)	1.23	Convenience of college to you
15	( 1)	.41	Campus visit



**CAUCASIAN - MALE - COMMUTER**

**124 of 133 Male Commuters**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers Responding Male Commuters	Percent of	Factor
1	(56)	42.00	Convenience of college to you
2	(12)	9.00	Advice of parents and family
3	(11)	8.25	Other
4	(10)	7.50	Advice of peers or other students
5	( 9)	6.75	Low cost tuition
6	( 6)	4.50	Campus visit
7	( 4)	3.00	Information from high school counselor
8	( 3)	2.25	Academic scholarships
9	( 3)	2.25	Desirable social climate and activities
10	( 3)	2.25	High scholastic standards of college
11	( 3)	2.25	Information from high school teachers
12	( 3)	2.25	Superior college faculty and curriculum
13	( 1)	.75	Availability of financial aids at NSC

**CAUCASIAN - MALE - COMMUTER**

**124 of 133 Male Commuters**

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers Responding Male Commuters	Percent of	Factor
1	(29)	22.75	Academic scholarships
2	(14)	10.50	Recruitment efforts of college
3	(11)	8.25	Availability of financial aids at NSC
4	( 7)	5.25	Information from high school counselor
5	( 7)	5.25	Superior college faculty and curriculum
6	( 6)	4.50	Information from high school teachers
7	( 5)	3.75	Advice of peers or other students
8	( 5)	3.75	Campus visit
9	( 5)	3.75	Special programs of college
10	( 4)	3.00	Desirable social climate and activities
11	( 4)	3.00	High scholastic standards of college
12	( 3)	2.25	Convenience of college to you
13	( 2)	1.50	Other
14	( 1)	.75	Advice of parents and family
15	( 1)	.75	Low cost tuition

**CAUCASIAN - FEMALE - RESIDENT**

**188 of 243 Female Residents**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers Responding Female Residents	Percent of	Factor
1	(27)	11.07	Advice of parents and family
2	(17)	6.97	Academic scholarships
3	(17)	6.97	Convenience of college to you
4	(16)	6.56	Availability of financial aids at NSC
5	(15)	6.15	Advice of peers or other students
6	(12)	4.92	Other
7	(11)	4.51	Special programs of college
8	(10)	4.10	Campus visit
9	( 8)	3.28	Information from high school counselor
10	( 7)	2.87	Desirable social climate and activities
11	( 7)	2.87	Low cost tuition
12	( 6)	2.46	High scholastic standards of college
13	( 6)	2.46	Recruitment efforts of college
14	( 4)	1.64	Superior college faculty and curriculum
15	( 3)	1.23	Other

**CAUCASIAN - FEMALE - RESIDENT**

**188 of 243 Female Residents**

**RANK ORDER 1 - 15 of 14th CHOICE**

**14th Reason (least importance) for Choosing NSC**

Rank No.	Numbers Responding Female Residents	Percent of	Factor
1	(43)	17.63	Academic scholarships
2	(25)	10.25	Recruitment efforts of college
3	(19)	7.75	Availability of financial aids at NSC
4	(15)	6.15	Superior college faculty and curriculum
5	( 9)	3.62	Advice of peers or other students
6	( 8)	3.28	Advice of parents and family
7	( 8)	3.28	Information from high school teachers
8	( 8)	3.28	Special programs of college
9	( 6)	2.46	Campus visit
10	( 6)	2.46	High scholastic standards of college
11	( 6)	2.46	Information from high school counselors
12	( 5)	2.05	Low cost tuition
13	( 4)	1.64	Convenience of college to you
14	( 4)	1.64	Desirable social climate and activities
15	( 2)	.82	Other

**CAUCASIAN - FEMALE - COMMUTER**

**72 of 80 Female Commuters**

**RANK ORDER 1 - 15 of 1st CHOICE**

**Number One Reason for Choosing NSC**

Rank No.	Numbers	Percent of	Factor
	Responding Female Commuters		
1	(22)	27.50	Convenience of college to you
2	( 9)	11.25	Advice of parents and family
3	( 8)	10.00	Low cost tuition
4	( 7)	8.75	Advice of peers or other students
5	( 5)	6.25	Availability of financial aids at NSC
6	( 5)	6.25	Special programs of college
7	( 5)	6.25	Other
8	( 3)	3.75	Academic scholarships
9	( 3)	3.75	Superior college faculty and curriculum
10	( 2)	2.50	Campus visit
11	( 2)	2.50	High scholastic standards of college
12	( 1)	1.75	Information from high school counselor

### CAUCASIAN - FEMALE - COMMUTER

72 of 80 Female Commuters

#### RANK ORDER 1 - 15 of 14th CHOICE

##### 14th Reason (least importance) for Choosing NSC

Rank No.	Numbers	Percent of	Factor
	Responding Female Commuters		
1	(13)	16.25	Academic scholarships
2	(12)	15.00	Recruitment efforts of college
3	( 6)	7.50	Desirable social climate and activities
4	( 6)	7.50	Information from high school counselor
5	( 6)	7.50	Superior college faculty and curriculum
6	( 4)	5.00	Availability of financial aids at NSC
7	( 4)	5.00	Special programs of college
8	( 3)	3.75	Campus visit
9	( 3)	3.75	Information from high school teachers
10	( 3)	3.75	Low cost tuition
11	( 3)	3.75	Other
12	( 1)	1.75	Advice of peers or other students

#### CONCLUSION

From the data obtained by this survey, it seems that the majority of the freshman class of the fall semester of 1971 chose Northeastern State College because it was **convenient** to them. Of the total responding to the survey, 25 percent listed convenience as their number one reason for choosing Northeastern to further their education. The next highest reason given for choosing Northeastern was **advice of parents and family**, with 13 percent giving this as their first reason. **Advice of peers or other students** was listed as the first reason by 8 percent of the total responding; while 1 percent of those responding listed the **recruitment efforts of the college** as their number one reason for choosing Northeastern.

Looking at the data obtained in the 14th choice, or the reason listed of least importance in helping the student to choose Northeastern, one finds that 19 percent of the total responding listed **academic scholarships** of least importance in helping them to choose Northeastern. Next to this, 14 percent of the total responding listed the **recruitment efforts of the college** as least important in helping them to choose Northeastern; while 7 percent listed **availability of financial aids at Northeastern** of least importance in helping them to choose Northeastern.

# A SURVEY OF REQUIREMENTS AND PRACTICES IN COLLEGE MATHEMATICS CLASSES FOR PRE-SERVICE ELEMENTARY TEACHERS

Robert A. Harvey

This article reports the results of a questionnaire mailed in July, 1971, to mathematics educators in colleges scattered over the United States. The questionnaire was distributed to fifty-six college professors who had within the last three years published journal articles dealing with elementary education. Forty-two of the fifty-six questionnaires were returned, each representing a different teacher-training institution.

The survey instrument attempted to ascertain information about existing pre-service programs for elementary teachers, particularly information relating to requirements and electives, content or required courses, methodology, specialization opportunities offered to students, and division of teaching responsibility among different departments of the institution. In addition, it was desired to estimate the extent of implementation of the 1961 Committee on Undergraduate Program in Mathematics (CUPM) Level I Recommendations and to compare this with previously published estimates.

## MATHEMATICS REQUIREMENTS

The forty-two colleges surveyed reported requirements in mathematics content courses ranging from zero to ten semester hours, with the average requirement being 5.24 semester hours.

Thirty-nine of the forty-two colleges required a mathematics methods course for elementary education majors, and these range from two to five semester hours' credit, with the mean 2.86 semester hours.

## CONTENT OF REQUIRED COURSES

When questioned about which content items received some attention in the courses required of elementary education majors at their institutions, respondents answered as follows:

Content Item	Affirmative Responses
Structure of Number Systems	42
Basic Concepts of Algebra	37
Informal Geometry	36
Logic	37
Probability	18
Number Theory	56
Relations and Functions	33

### METHODOLOGY

Fourteen respondents indicated that their mathematics content courses for elementary education majors were basically lecture courses; twenty-eight replied that courses at their institutions were taught through a combination of lecture and non-lecture methods.

The incidence of non-lecture techniques was reported as follows:

Pedagogical Technique	Affirmative Responses
Discovery approaches	19
Seminar-type arrangements	14
Demonstration lessons	18
Programmed material	5
Computer-assisted material	1
Individualized instructional material	14
Team learning	13
Peer teaching	10
Mathematics laboratory	8

### SPECIALIZATION OPPORTUNITIES

The question—"Do you have a program of courses, other than those required, designed especially for elementary education majors?"—received thirty affirmative responses and twelve negative responses.

Among those institutions which did have elective mathematics courses for elementary education majors, special courses were offered in geometry, algebra, trigonometry, statistics, matrices, probability, and calculus. Also offered were courses with names such as "Advanced Math for Elementary Teachers" and "Research in Elementary School Mathematics."

Exactly half (twenty-one) of those answering the questionnaire indicated the existence of a program at their institutions whereby interested pre-service elementary teachers could obtain a minor in mathematics.

### DIVISION OF TEACHING RESPONSIBILITY

The survey found that in all forty-two institutions mathematics content courses were the sole responsibility of the mathematics department. The methods courses, on the other hand, were taught by members of the education staff in thirty-five institutions, by members of the mathematics staff in five institutions, and the responsibility shared by the two staffs at two institutions.

### EXTENT OF IMPLEMENTATION OF C U P M RECOMMENDATIONS, 1971

The 1961 CUPM report, "Recommendations for the Training of Teachers of Mathematics," urged that pre-service teachers of elementary mathematics be required to take four courses in college mathematics, as follows:

1. A two-course sequence devoted to the structure of the real number system and its subsystems.
2. A course devoted to the basic concepts of algebra.
3. A course in informal geometry.



Several follow-up studies since 1961 have shown progress in the nation's colleges toward implementation of the CUPM goals, but this progress has been far short of complete implementation.

The results of one such study, that of John J. Fisher, were published in *The Arithmetic Teacher* in March, 1967. After a survey of requirements in seventy-eight institutions, Fisher concluded, "The pre-service preparation in mathematics of elementary school teachers in the United States in 1965 was far below the minimum standards set by CUPM. Since 1960, however, the amount of mathematics required for the pre-service education of elementary school teachers has increased significantly. The increase has been confined primarily to course requirements in the structure of the real-number system, little attention being given to courses in algebra and geometry for elementary school teachers."<sup>1</sup>

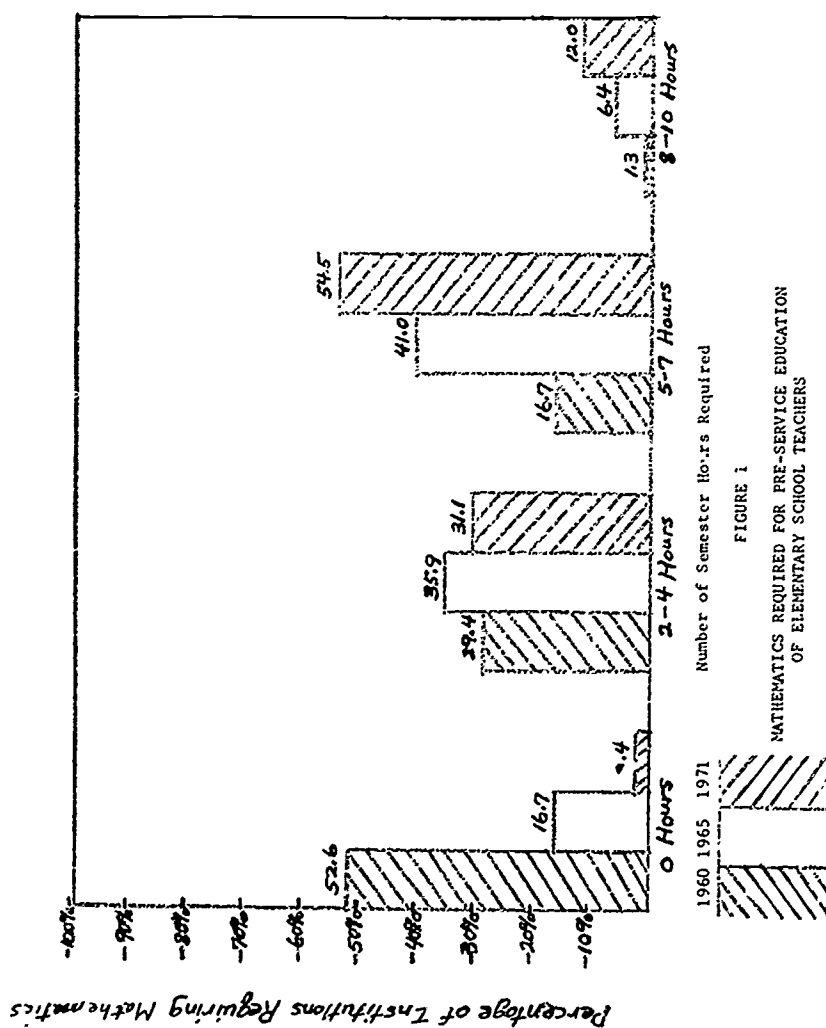
The present study tended to substantiate the findings of Mr. Fisher and established the existence of continued progress since 1965. The following table utilizes the results of the Fisher report for the years 1960 and 1965, as obtained from his survey, and those of the present survey for 1971.

**TABLE I**  
**MATHEMATICS REQUIRED FOR PRE-SERVICE EDUCATION**  
**OF ELEMENTARY SCHOOL TEACHERS**

Semester Hours of Math Required	Percentage of Institutions Requiring Math		
	1960 (N=78)	1965 (N=73)	1971 (N=42)
0	52.6	16.7	2.4
2 - 4	29.4	35.9	31.1
5 - 7	16.7	41.0	54.5
8 - 10	1.3	6.4	12.0
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Mean Number of Semester Hours	1.97	4.15	5.24

Figure 1 graphically illustrates the statistics of Table I.

<sup>1</sup>John J. Fisher, "Extent of Implementation of CUPM Level I Recommendations," *The Arithmetic Teacher* XIV, (March, 1967), pp. 194-197.



In 1966, CUPM conducted a nationwide survey to determine how many semester hours at different institutions were required for graduation of its elementary education majors. This survey was answered by 887 institutions and the results compared with a similar CUPM survey conducted in 1962.<sup>2</sup> This comparison showed progress in the area of Level I mathematics training over the four-year period; the present study, though much more limited, tended to show continued progress since 1966.

**TABLE II**  
**COMPARISON OF REQUIREMENTS IN MATHEMATICS**  
**FOR ELEMENTARY EDUCATION MAJORS**

Year	Percentage of Institutions Requiring No Hours in Mathematics	Percentage of Institutions Requiring 5 Hours or More of Mathematics
1962	22.7%	31.8%
1966	3.1%	50.1%
1971	2.4%	66.8%

The Fisher assertion that little attention was being given in 1965 to courses in algebra and geometry for elementary teachers seemed to remain true in 1971, though the present study did show a substantially higher percentage of colleges requiring a geometry course than in 1965.

The following table shows the extent of implementation of specific CUPM recommendations in the various sub-categories, as measured by the responses from the forty-two colleges sampled.

**TABLE III**  
**IMPLEMENTATION OF SPECIFIC**  
**CUPM RECOMMENDATIONS**

Colleges Requiring	Number	Percent
Two Structure Courses	22	52.4%
One Geometry Course	9	21.4%
One Algebra Course	1	2.4%

In the Fisher article quoted above, the statement was made, "Officials charged with the responsibility for elementary school teacher training agree that the CUPM recommendations merit adoption and implementation."<sup>3</sup> In the light of the responses to a specific question of the present study, the truth of this statement appeared doubtful.

The questionnaire asked, "Do you favor the CUPM recommendation that the pre-service preparation of elementary school teachers

<sup>2</sup>CUPM Report, Number 13, *Eleven Conferences on the Training of Teachers of Elementary School Mathematics*, (April, 1966), pp. 1-144.

<sup>3</sup>Fisher, op. cit., p. 197.

include a minimum of twelve semester hours in mathematics content?" Twenty respondents answered "no" to this question, seventeen answered "yes," and the remaining five gave qualified answers.

This question elicited some interesting comments which follow:

#### **In Favor of CUPM Recommendations**

1. To teach, a person must know! (Jack Phelps, Northwestern Oklahoma State College)
2. One of the good results of the "math revolution" is the insistence that teachers need to know more than the very material they teach. (Adrien L. Hess, Montana State University)
3. Teachers with less than 12 hours are generally not (a) knowledgeable of the content of elementary school mathematics. (b) mathematically mature enough to master new curricula. (c) aware of the general nature of mathematics and school mathematics curricula. (Floyd Vest, North Texas State University)

#### **Have Some Reservations about CUPM Recommendations**

1. For teachers in grades 4-6, yes; for teachers in grades K-3, no. (C. Brumfiel, University of Michigan)
2. It depends on the goal of the student. If he intends to teach arithmetic, then the response is yes, but if not, then no. We must move in the direction of preparing people to teach special subjects in the grades. It is unrealistic to expect all pre-service elementary school teachers to become prepared to handle mathematics in the classroom. I would recommend a minimum of 12 hours for anyone who intends to teach arithmetic and would desire more. But let's stop kidding ourselves into thinking that any person who has sat through 12 hours of mathematics content courses is now ready to work with youngsters, regardless of interest. (William B. Moody, University of Delaware)
3. Ideally, yes. But it is impossible to obtain from most faculties. Furthermore, few math departments would know what to do with 12 hours. (H. Van Engen, University of Wisconsin)
4. While I favor the recommendations in theory, I do not think they are realistic. (Boyd Henry, College of Idaho)
5. Content, yes; quantity, no. I recommend an individualized program, building upon the student's high school background and incorporating the CUPM recommendations. (Charles R. Neatrou, Madison College)

#### **Opposed to CUPM Recommendations**

1. It is unreasonable to think that all subject areas can demand this much of the student's time. More sensible would be for concentrations to be elected and strong

inservice programs after graduation when they really see a need for more training. (Willard Henneman, Indiana University of Pennsylvania)

2. Twelve hours taught as mathematics courses now are do not provide the type of background elementary teachers need. (Marilyn K. Suydam, The Pennsylvania State University)
3. It is ridiculous to require 12 hours of anything, much less mathematics, for all elementary teachers. (Jack Anderson, Tulsa University)
4. Expecting each teacher to take 12 hours of mathematics is unrealistic. We should focus, instead, on having specialists. I disagree strongly with some of the content suggestions of CUPM—too formal and rigid. Courses should be sensitive to heuristics and applications. (Andrea Rothbart, Bakersfield, California, State College)
5. Semester hours hardly make effective math teachers. Requirement is excessive when all fields are considered. (James E. Inskeep, Jr., San Diego State College)

### CONCLUSIONS

Based upon the sample of colleges surveyed for this report and upon existing literature related to requirements for pre-service elementary teachers, the following conclusions seem justified:

1. The 1961 CUPM Level I recommendations have had a positive effect on the number of mathematics courses required of pre-service elementary teachers over the past ten years.
2. Teacher-training institutions have remained far short of full implementation of CUPM Level I recommendations so far as number of hours required in mathematics is concerned. However, many of these institutions are requiring six to eight hours of mathematics courses which attempt to meet the content requirements.
3. Implementation of the CUPM recommendations regarding the two-course sequence devoted to the structure of the real number systems has been accomplished more completely than implementation of the CUPM recommendations regarding geometry and algebra courses for elementary teachers.
4. Further significant improvement in the direction of implementation of CUPM Level I recommendations seems improbable in view of the fact that a substantial percentage, perhaps a majority, of mathematics educators have strong reservations about the propriety of the CUPM recommendations.
5. Colleges are offering more elective mathematics courses for pre-service elementary teachers than formerly. Students at a substantial percentage of these colleges may now elect a minor program in mathematics.

## II RESEARCH AND IN-SERVICE ACTIVITIES

This section contains a listing of the varied in-service activities of the faculty. Each individual contributing to this section was given an opportunity to prepare a brief abstract describing his activity. When such abstracts were received, they have been included. When they were not received, a simple listing by author and title has been given.

### COMMUNICATIONS

Adam, Katherine L. "Freshman English Short Story Bibliography."  
Arrington, Ruth. "Reading Hours of Writings of American Indian Writers."

During the 1971-72 school year, reading programs of writings of American Indians were prepared and presented by Dr. Ruth Arrington. The twofold purpose of this project was to acquaint interested persons with a little known area of creativity among Indian people and to provide opportunity to attend an informative as well as an entertaining activity. Programs were planned to appeal to a varied audience of students, faculty, and local citizens.

These four programs, two each semester, were presented:

Readings from writings of John Rollin Ridge,  
Cherokee poet and journalist.

Readings from writings of Alex Posey, Creek Poet,  
journalist, and statesman.

Readings from writings of Maggie Culver Fry,  
Cherokee Poet from Claremore, Oklahoma.

Readings from writings of American Indian students  
of nineteenth and twentieth centuries.

Copies of the selections read are available in the Cherokee Room of John Vaughan Library.

Holland, Majorie and Judy Sowder. "Follow-up study of English Majors."

Smith, Maurine. "My Minimester Four."

During the 1972 minimester, my four students in an advanced composition course challenged me to make the course an interesting one. I accepted the challenge by attempting to give them a sense of selfhood; by venturing with them into realms of relevance, emotion, and personal experience; and by making the most of their sense of humor. By responding, they showed me that they wanted and needed a humanly meaningful teacher. By cooperating, they taught me much about writing. Most of it was good.

Walker, James. "Report of the Committee to Study the Freshman English Program at Northeastern State College."

Wise, Bill R. "Transformational Grammar and Composition."

### EDUCATION AND PSYCHOLOGY

Denton, Coker J., Jimmy A. Martin, S. Leroy Sanders. "Evaluation Report, A Preschool Center for Bilingual Cherokee Children."

During the school year 1971-72, a program entitled "A Preschool center for Bilingual Cherokee Children" was funded and implemented. The program was initiated in two Cherokee County rural schools, Lost City and Tenkiller. A research design which attempted to evaluate the instructional objectives of the program was developed by Drs. Denton, Martin, and Sanders. The design and its resulting findings and conclusions were included in the final report.

Johnson, Tom W., Kenneth Parker, S. Leroy Sanders. "Teacher Aide Training Program."

During August, 1971, the Eastern Oklahoma Development District sponsored a Teacher Aide Program for experienced aides. The program was conducted on the campus of Northeastern State College and was staffed by Northeastern personnel. The program consisted of ninety clock hours with emphasis being placed on skill development and understandings that would provide direct assistance to the instructional staff. Subsequent evaluation of the program indicated successful attainment of the program's objectives.

Turner, Erwin. "Laboratory Manual, Psychology 2243."

In light of experience in teaching experimental psychology, it seemed desirable to revise the manual to improve the experiments used, to give a greater selection, and to incorporate new equipment secured since the original manual was developed.

### NATURAL SCIENCE AND MATHEMATICS

Bryan, Robert C. "An Astronomy Training Aid."

### PRACTICAL ARTS

Haas, Mary and Nadene Harris. "An Evaluation of Some Aspects of the Northeastern State College Department of Home Economics to be Used as a Basis for the American Home Economics Association in Implementing an Accreditation Process."

This study was designed as an initial step in self-evaluation to determine the extent to which home economics at Northeastern State College was moving toward or accomplishing the American Home Economics Association criteria and guidelines for eventual accreditation of college home economics programs. The American Home Economics Association criteria and guidelines were used for the present study to make interpretations and evaluations on organization, administration, and faculty as they related to the improvement of home economics at Northeastern State College.

Ledbetter, J. L. "Study of Needs for Updating 'Care and Installation of Laboratory Equipment' in the Industrial Arts Department."

### SOCIAL SCIENCE

Haliburton, Rudia. "Guidelines for Historical Research."

Guidelines for Historical Research is a fourteen-page, fully documented essay for both undergraduate and graduate students describing the methodology of historical research. The essay treats "Selection of a Topic," "Origin of the Problem," "Definition of the Problem," "Evaluating the Problem," "Pursuit of Evidence," "Taking Notes," "Evaluation of Evidence," and "Writing and Revising." A select bibliography is included.

Sheff, Norman C. "An Anthropo-Geographic Essay on Racist Hate and Genocide with Its Significance for Modern-day America."

Race hate is not just a unique aberration of a peculiar people in an abnormal time but rather a universal, constant potential. In this essay I hope to demonstrate how an emotionally charged subject such as race hate can be better understood by application of anthropo-geographic concepts; anthropo-geography, as the name implies, attempts to explain the problems in history by the study of man—biological and cultural man—in relation to his particular environment.



### III PUBLISHED ARTICLES AND BOOKS

- Agnew, Brad. "War Against the Comanches," *Chronicles of Oklahoma*, Summer, 1971.
- Arias, Bogdanka. "Sailor's Reveries," *Costerus*, June, 1972.
- Collins, Kenneth. "Junior College Teaching Program," *The Oklahoma Teacher*, May, 1972.
- "Televised Instruction at Northeastern State College," *The Oklahoma Teacher*, March, 1972.
- Dewoody, Darrel W. "Do Teachers Participate in Community Activities?" *The Oklahoma Teacher*, December, 1971.
- Fite, Elwin. "The Professional Standards Board," *The Oklahoma Teacher*, December, 1971.
- "Developments in the Profession: A Report," *The Oklahoma Teacher*, April, 1972.
- Fuson, Lonnie. "Sanctions in Oklahoma," *The Oklahoma Teacher*, September, 1971.
- Gann, Raymond L. "Foundry Bins," *Oklahoma Industrial Arts News*, May 1, 1972.
- "A Guide for Industrial Arts in Oklahoma—Beliefs and Purposes," *State Guide*, June 15, 1972. (Co-authored with other members of the Guide Committee.)
- Gilbreath, L. Kent. "Business Development on the Navajo Reservation," *New Mexico Business*, March, 1972.
- Grigsby, Everett M. "The Pickerel Frog in Northeastern Oklahoma," *The Southwestern Naturalist*, November 15, 1971 (With James N. Thompson, Jr., senior author.)
- Grozier, Joseph E., Jr. "The Academic Arena," (Weekly columns), *Star Citizen*, Tahlequah, Oklahoma.
- "Bits and Pieces," (Weekly Columns), *Cherokee County Chronicle*, Tahlequah, Oklahoma.
- Designing & Reporting Educational Research**, 1972.
- "A New Program to Prepare Junior College Teachers," **ERIC** Spring, 1972.
- Halliburton, Rudia Jr. "America's Worst Race Riot of 1921," *Tulsa Council Signals*, January, 1972.
- The Black West** by William Loren Katz, a book review in

**Chronicles of Oklahoma**, 1972.

**East Africa Through a Thousand Years** by Gideon S. Were and Derek A. Wilson, book review in **Negro History Bulletin**, November, 1971.

"The Tulsa Race 'War' of 1921," **Journal of Black Studies**, March, 1972.

Holland, Kenneth. "Relationship Between Hand-Eye Dominance and the Ability to Play Tennis Successfully," **Journal of Oklahoma Association for Health, Physical Education, and Recreation**, Spring, 1972.

Jones, Harvey E. "Critical Reading," **The Oklahoma Reader**, February, 1972.

Lombardi, C. L. "A Portable Plastics Program," **Oklahoma Industrial Arts News Magazine**, May, 1972.

Skorkowsky, George R. "British University Debating," **Quarterly Journal of Speech**, October, 1971.

Swanson, Bernice M. "Parent-Child Relations: A Child's Acceptance by Others, of Others, and of Self," **Journal of Child Psychiatry and Human Development**, Summer, 1971.

Underwood, Ross. "The Green Country Shrine Bowl," **Juco Review: The Official NJCAA Magazine**, November, 1971.

Walker, James P. "Sour Grapes to the Goddess," (Poem), **trek '71**, May, 1971.

Wert, Frank S. "An Examination of Endogenous and Exogenous Immiserizing Growth," **The American Economist**, Fall, 1971.

"U.S.-Based Multinationalism: A Conceptual Analysis," Doctoral Dissertation, Colorado State University, January, 1972.

Wheeler, Clifford E. "The Investment of Idle Public Funds," **Nebraska Journal of Economics and Business**, Winter, 1971.

"Population Characteristics and Trends: Metropolitan Wichita, 1970," **Research Monographs**, July, 1971.

"Population Characteristics: Kansas and City of Wichita," **Kansas Economic Indicators**, May, 1971.

"Recent Changes in Wichita Area Employment and Workforce," **Kansas Economic Indicators**, June, 1971.

"State Question 481: An Analysis of Costs and Benefits," **Oklahoma Business Bulletin**, November, 1971.